NEA Today
WASHINGTON, D.C. SEPTEMBER 1992
A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION
VOL. 11
NO. 2

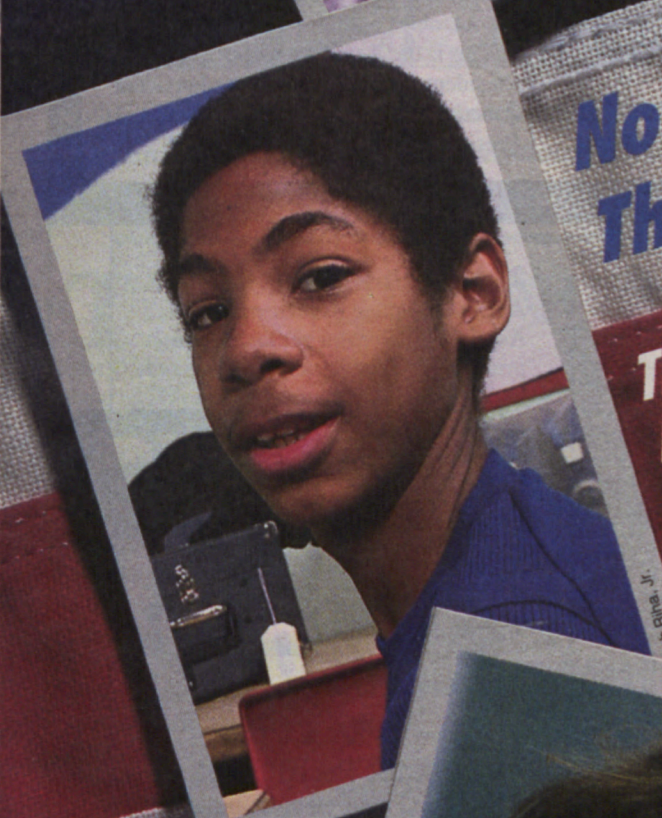
Bob Riha, Jr.

Nancy J. Pierce

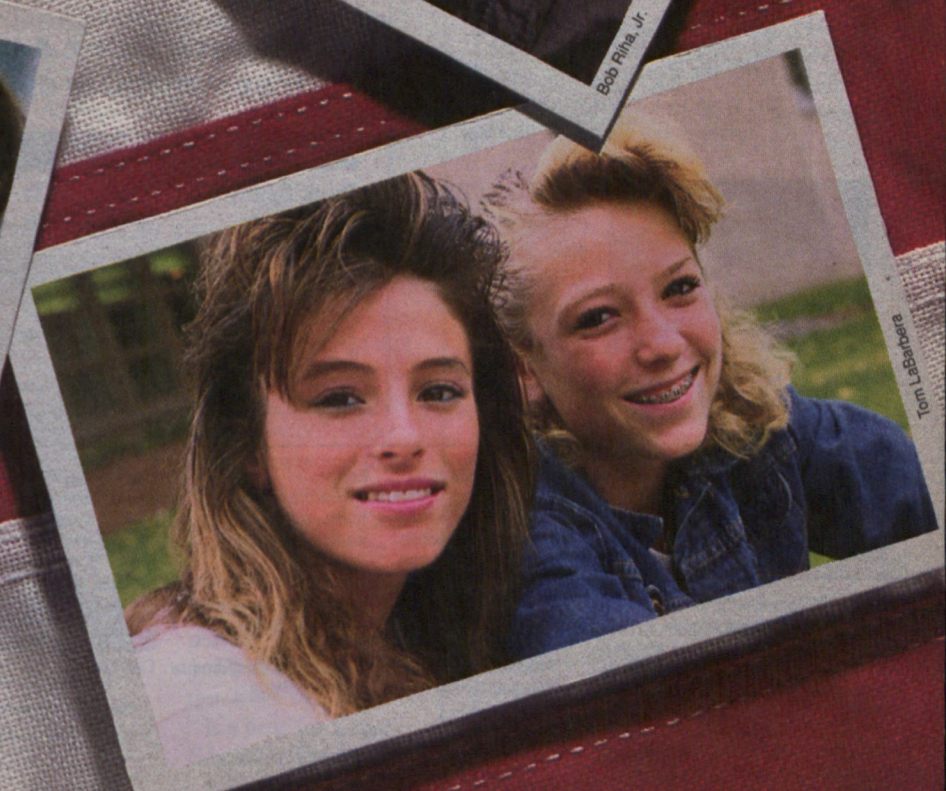
Nothing's More Important Than These Kids' Future

That's Why This Year's Presidential Election Is So Crucial

See Page 4


Bob Riha, Jr.

Bob Riha, Jr.


Tom LaBarbera

PRESIDENT'S VIEWPOINT

The Man from Hope

Bill Clinton stood before almost 9,000 of your colleagues. In a lifetime in politics, he likely had never faced an audience more difficult to gauge. For this July, as always, your elected delegates to our annual NEA Representative Assembly offered a portrait in miniature of America the beautiful—America the diversified.

Your representatives came from every state and from overseas. They came from farmhouses and from high-rises, from one-room schools and from spacious campuses. Some were immigrants from distant lands, and some were descendents of this land's original inhabitants.

Some were seasoned veterans of a half-century in the classroom, and some were aspiring teachers halfway through their practicums. Some were conservative, some liberal, and some tired of the terms "conservative" and "liberal." They were Republicans and Democrats and Independents.

Like most Americans, most of them were angry. Many were cynical. Some were fearful. None would be fooled.

This was the audience Governor Clinton faced on July 7 at the NEA convention.

Bill Clinton could have taken the safe route, controlled the agenda, and delivered a speech filled with bromides and platitudes that would offend no one and please everyone. Most candidates seeking the presidency would have done exactly that. Bill Clinton didn't.

NEA President
Keith Geiger

Instead he held a "town meeting." Without notes, without a text, without any knowledge of what might come his way, he invited questions from your elected delegates.

For more than an hour, he fielded questions on topics ranging from the need for comprehensive preschool programs to the future of vocational/technical education to the best way to ensure every student access to higher education.

His answers were candid. They were substantive and specific. They were comprehensive.

During that hour-plus of unrehearsed dialogue with your representatives, Bill Clinton proved that he is a student of education. He proved that he understands our problems—and our students' problems. He demonstrated—by his grasp of the facts—that he has what it takes to give America a genuine education President.

The response of your delegates was unlike anything I've ever witnessed at any of the 25 NEA Representative Assemblies I've attended. This diverse audience—this audience that represented every point on the political spectrum, this audience that was nothing less than a multi-ethnic, multi-racial mosaic of strong-willed, independent-minded individuals—rose to their feet. Their applause was thunderous. They cheered, they stomped, they whistled and screamed. Some even cried.

They had talked with the man from Hope, Arkansas, and he had renewed their hopes.

The day after Governor Clinton's appearance, July 8, brought the time for the official voting in our NEA presidential endorsement process. Bill Clinton captured more than 88 percent of the votes cast by your delegates—the strongest endorsement any candidate has ever received from our Association.

This near-unanimous endorsement and the response to Bill Clinton's appearance surprised some people. But not me—and not anyone who made the rounds of the state caucus meetings at the RA.

What was remarkable about those caucuses was that the most powerful and spirited statements in support of Bill Clinton's candidacy came from Republican delegates from traditionally Republican states.

That's revealing. But once again, I don't find it surprising. And that's because I've had the chance to get to know Bill Clinton. Every time we've met, I've become more impressed by his understanding of what it will take to get America moving again.

Bill Clinton is expecting a lot from you and me—from all of America's educators. But he doesn't expect us to go it alone. He intends to be our partner.

As he said in response to a question from Michelle Crawford, an education student at the University of Arkansas: "I want to see report cards, not just on schools and states. I want to see the President and the federal government held accountable for their progress, too."

This is the President we've awaited, the President we need. This is the President America needs. Above all, this is the President America's children need.

CONTENTS

12 Feature: A typical American teacher is 42, married, has taught 15 years, and...

15 Innovation: A North Carolina faculty designs its own assessment tool.

39 Student Health: What's sports medicine?

35 Personally Speaking: How "pension max" can minimize retiree income.

18 Research Clues: A brand-new Oregon school tries something different.

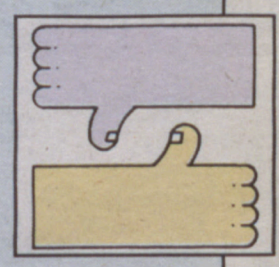
Book Beat	38	Local Look	7
Classifieds	38	National News	3
Data Bank	41	People	20
Free or Inexpensive	40	President's Viewpoint	2
Heroes and Zeroes	3	State Side	8
Human Rights	6	Trends	11
Idea Exchange	34	TV Tips	10
Letters	42	Washington Watch	6

9 Meet Jonathan Kozol
His latest book, *Savage Inequalities*, decries the deprivations of inner-city education. For that work—and 30 years of battles on behalf of the powerless—this former teacher is NEA's 1992 Friend of Education.

17 Sounding Board
After the Rodney King verdict and the riots in Los Angeles, school counselor Jay Edwards and her colleagues at 24th Street Elementary helped kids come to grips with their fears and anxieties—while struggling with their own.

22 NEA in the Capital
At NEA's annual Representative Assembly, delegates set legislative priorities, debated prickly issues, and took their stands. Arkansas Governor and Presidential candidate Bill Clinton came to field questions and won NEA's endorsement.

43 Debate: Eight Weeks?
A Maryland NEA member argues that becoming a teacher takes years of special training, but a Georgia teacher says the right combination of motivation plus eight weeks of intensive preparation put her on a fast track and into the classroom.



NEA Today September 1992
VOL. 11, NO. 2

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.32 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

Copyright © 1992 by the National Education Association of the United States. All rights reserved.

NEA President: Keith Geiger

Executive Director: Don Cameron

Publisher: Sam Pizzigati

Production Manager: Penny Grayson

Editor: Bill Fischer

Assistant Editor: Jane Power

Production Specialist: Ann Marie Bohan

Advertising Coordinator: Suzanne Wade

Staff Writers: Diane Dismuke, Victoria Lytle, Anita Merina, Nancy R. Needham, Stefanie Weiss, Karen Zauber

Contributing Writer: Carl Luty

Publishing Center Manager: Lorraine Buckland

Production: Marsha Blackburn, Barbara Haff, Pat Tolliver, Alice Trued

Art Direction William J. Kircher & Associates

NEA TODAY (ISSN 0734-7219) is published 9 times a year, monthly October, November, December, February, March, April, May and biweekly in September by the National Education Association, 1201 16th St., N.W., Washington, DC 20036-3290.

Second class postage paid at Washington, DC, and additional mailing offices. POSTMASTER: Send address changes to NEA TODAY, 1201 16th Street, N.W., Washington, DC 20036-3290.

Telephone: 202/822-7207.

Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

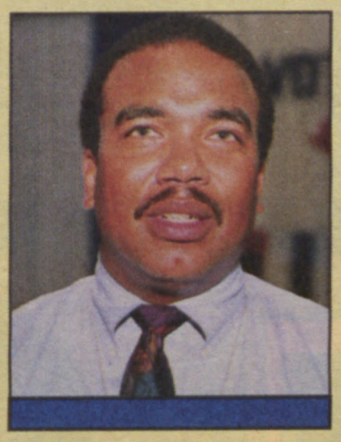
NATIONAL NEWS

'Time for a Real Education President'

Carolyn Salisbury

Bill Clinton didn't make a speech at NEA's 1992 Representative Assembly. Instead he spent nearly an hour answering delegate questions. How did he do? The next day, in the NEA endorsement balloting, delegates gave Clinton the strongest support ever accorded a candidate for President.

The Washington, D.C., Convention Center crackled with excitement as Arkansas Gov. Bill Clinton and NEA President Keith Geiger walked to a specially constructed platform near the middle of the convention floor. For nearly 60 minutes, in an "education town meeting," the Democratic candidate for President and six-term governor fielded NEA delegates' queries on a wide range of pressing issues facing America's educators.



North Carolina teacher Travis Ragins backs Bill Clinton because "he's more like us, everday people."

In 1989 and again in 1990, President George Bush was invited to appear before delegates to the annual NEA Representative Assembly. Each time, he declined the invitation.

But Gov. Clinton welcomed the chance to exchange perspectives with the Assembly—and he made the most of his July 7 opportunity.

"I was very impressed with his knowledge and how well he handled himself," commented fourth grade teacher Phyllis Pertnoy after the "town meeting" ended.

Apparently most of Pertnoy's colleagues shared her reaction. In a secret ballot next day—exactly a week before Clinton received the Democratic Party's nomination in Madison Square Garden—the Representative Assembly delegates voted overwhelmingly to give Clinton NEA's endorsement for the Presidency.

"I'm the daughter of a Republican precinct committeeman, but I'm voting for Bill Clinton," noted delegate Darlene Hensley, a sixth grade teacher from Everett, Washington. "I like what they're doing in Arkansas. It's very important that children have a good beginning—without that, they're lost throughout their entire education experience."

The endorsement decision—Clinton won over 88 percent of the delegates' votes—capped a year-long screening process to select the Presidential candidate to receive NEA's endorsement.

To be considered, the candidates had to complete NEA's written questionnaire—their answers were published last February in *NEA Today*—and be interviewed face-to-face by NEA President Keith Geiger. Those interviews were videotaped, so thousands of NEA members were able to watch them in Presidential open hearings hosted by NEA state and local affiliates earlier this year.

During the Representative Assembly town meeting with Clinton, delegates queried the governor on subjects ranging from school funding to early childhood education. In his answers, Clinton explained what he and the Arkansas Education Association have achieved working together in his home state—and what he's proposing to do at the federal level.

"I'd be a real force for reform," said Clinton, "in a way that exalts teaching as a profession and gives more authority to local schools."

Clinton's appearance at the NEA Representative Assembly drew the largest media coverage of any event up to that point in the 1992 Presidential campaign, and C-SPAN, the public affairs cable network, broadcast the session on national television.

Afterwards, Clinton was clearly impressed by the warm welcome he got from the NEA delegates.

Vermont parapro Clarice Knutson says Clinton "wants to make public schools the best they can be."

"It was nice to be among people who want to do something good for our kids," he told *NEA Today*. "The questions showed that NEA members are concerned about the welfare of schoolchildren. They understand that we have a long way to go, and they want a President who'll do more than preach at teachers, children, and parents." As Clinton put it during the education town meeting: "It's time for a *real* Education President."

HEROES & ZEROES

The Dale-Carnegie-How-To-Win-Friends-and-Influence-People (Not!) Award goes to Massachusetts Governor William Weld for his continuing attack on teachers. While trying to force legislation that would underfund education, gut tenure, and erode seniority rights, Weld called the Association a "selfish" group whose agenda "is only one thing: money."

In mid-June, 20,000 teachers responded to Weld's attack on teachers and quality education by descending on the state capital. A few of the signs they carried: "Massachusetts: 3rd in personal wealth, 43rd in spending on education." "A math lesson for Gov. Weld: 2nd class schools = 2nd rate economy." And this clincher: "All's well that ends Weld."

Most politicians come to Association events to *ask* for money. Not this month's humble hero, Wisconsin's Senator Herbert Kohl. Kohl recently attended a Northwest United Educators scholarship dinner in Rice Lake—and contributed $12,000 for the privilege.

When Kohl found out only 3 of 27 nominated students would receive $500 scholarships, he decided—on the spot—to donate $500 each to the other 24. "I thought they were all winners," he said.

The One-More-Reason-To-Buy-American Award goes to Isuzu for its recent TV ad. You know the one, where a faceless teacher paces up and down rows of elementary desks filled with bored students. "Color within the lines," he drones. "The lines are our friends."

Piqued, one Illinois teacher took the automaker to task. In a letter to the *Chicago Tribune*, he wrote: "Isuzu mocks American teachers by suggesting that they emphasize hollow compliance....Ironically, this pathetic attempt at humor comes from a manufacturer headquartered in Japan, where public education lauds replication rather than inspiration."

A Ripley's-Believe-It-or-Not Humanitarian Award goes to New York social studies teacher and NEA member Donald Cairns for his efforts to help school-age victims of the Chernobyl nuclear disaster. Over the last few years, Cairns and his students have collected and donated an unfathomable $2 million worth of medical supplies to the Republic of Belarus.

COVER STORY

Nancy J. Pierce

ELECT

How well we educate our children will largely determine our nation's future in the post-Cold War world. Unfortunately, our nation—at the federal level—is currently doing far more to frustrate than cultivate the prospects for improving American education. This November's elections could change that reality—and give America's children a better shot at the future they deserve.

"In my school last year, two speech teachers and a learning disabilities teacher shared one classroom, and the PE teacher and the reading specialist taught out of closets. The art teacher worked out of a grocery cart. The music teacher taught on the stage of the auditorium-cafeteria—right through lunchtime."

—Kindergarten teacher Gail Husbands
Pensacola, Florida

Carolyn Salisbury

Not every school in America is squeezing teachers and other school staff as dramatically as the elementary school where Gail Husbands works. But few schools will be opening this fall without cutbacks and compromises that shortchange students in the quality of education they receive.

State aid to education—the largest single source of school district revenue—is down in almost every state. The main reason? State governments are squeezed between the longest economic downturn since the 1930s, which is lowering tax revenue, and federal government cutbacks that have dumped onto the states more and more of the responsibility for funding public services.

Back in 1980, for instance, the federal government paid nearly 10 percent of the cost of American elementary and secondary education. By 1992, that federal share had dropped more than 30 percent.

That drop would have been even steeper if Congress had accepted the budget recommendations of the Bush Administration. In every year since 1981, the White House has proposed less funding for education than Congress eventually appropriated.

"Do we want more unequal education? That's where we're headed if we don't stop the voucher schemes that let people use public money for private schools."

Second grade teacher Christine Turner
Clover Park, Washington

Carolyn Salisbury

What's the best way to help public schools help children succeed? Give money to private schools, of course!

This is the answer pushed by the Bush Administration, which says the biggest obstacle to improving education is the "monopoly" held by public schools. The nation must force the public schools to compete for students, the White House maintains, by turning public school funding programs into vouchers that scan be redeemed for tuition at private schools.

Congress has so far rejected any attempt to create a federal voucher program. But the White House isn't only interested in voucher legislation at the federal level. Last December, White House officials went into Pennsylvania to lobby for a proposed state law that would have turned state tax dollars into tuition for private or parochial schools. In all, the White House-backed voucher plan in Pennsylvania would have drained more than $1 billion from the state's public schools.

NEA members in Pennsylvania helped stop this privatization proposal. But voucher proposals will continue to pop up in state after state as long as the White House "bully pulpit" belongs to a President who believes public tax dollars ought to go for private school tuition. Bill Clinton opposes any "choice" programs that funnel public tax dollars into private schools.

COVER STORY

ISSUES '92

For The Children

Joe Di Dio

"When I was a student, student loans and work-study jobs made it possible for me to complete college and go on to earn a master's degree. Times have changed. For the last 12 years, we've watched a steady loss of federal loans, grants, and work-study program funds. We've seen more and more of our young people lose their chance for college."

Biology Instructor Callie Waldrop
Gadsden State Community College, Gadsden, Alabama

It's never been easy affording a college education. Today, for millions of families, it's virtually impossible. Federal budget cutbacks have denied student loans to middle-income families. At the same time, state budget cutbacks have forced public colleges and universities to raise tuition significantly again and again.

The current federal student loan program essentially only benefits the banks. The loans banks make to students are guaranteed by the federal government. When students default after graduation (which often happens in times like these, when jobs are scarce) the banks automatically get back all the money they're owed—and the taxpayers foot the bill.

This past summer, Congress passed a bill to set up an ambitious experiment: a student loan program without bank involvement. The White House objected strongly and the President wouldn't sign any federal higher ed bill until the experiment was significantly watered down to insignificance.

Ernie Leyba

Joe Di Dio

"Families here can't afford prenatal care or medical care. We need national health care insurance that will ensure children's learning by ensuring their well-being. We can't wait."

Third grade teacher Walter Boggs
Parkersburg, West Virginia

How many students come to class in your school too sick or tired to really learn? How many school days are lost to illnesses that could be prevented?

In the United States today, nearly 40 million Americans have no health insurance, no access to regular, affordable health care.

That's the main reason women in the United States deliver more low birth-weight babies than women in any other country in the industrial world. Children born at low birth-weight are at risk for learning disabilities and other developmental problems. NEA has joined a host of other national organizations and major businesses to call for a national health insurance system. Bill Clinton supports the creation of a new national health system. The Bush Administration opposes any health care reform that would jeopardize the current role of private health insurers.

Nancy J. Pierce

Coming in next month's *NEA Today*: a point-by-point comparison of what George Bush and Bill Clinton have said they'll do—and what they've actually done.

HUMAN RIGHTS

Working with Immigrant Kids:

'Incredibly Satisfying'

Joe Di Dio

Fairfax, Virginia, teacher Elaine Noonan talks with three students who've recently immigrated to the United States. From left: Doan Nguyen, from Vietnam, Ji Sun Park from Korea, and Mustafa Coronel from Bolivia. About 8,000 immigrant students attend Fairfax schools.

Fairfax, Virginia, educators find special rewards teaching kids from foreign countries.

There's something special about working with kids from foreign countries. Something special about helping students when they don't know English or the American culture.

"For me, teaching ESL is much more satisfying than regular elementary classroom teaching, which I did for more than 20 years," says Elaine Noonan of Fairfax County, Virginia. "The students are very enthusiastic and work hard. They know that the ability to speak English is a survival skill. And their parents back you all the way."

Still, the work's far from easy, and the federal government provides just $30 million a year to help more than 700,000 immigrant students attending public schools.

The 1990 U.S. Census shows that the number of foreign-born people living in the U.S. has reached an all-time high of 19.8 million—almost 8 percent of the population. Most of these recent immigrants come from Asian or Latin American nations.

In Fairfax County, Virginia, just outside Washington, D.C., five percent of the district's students—nearly 8,000 of them—are immigrants who are "limited-English-proficient" (LEP). These students come from all over the world. Most speak Spanish, Korean, Urdu, Farsi, or Vietnamese. Others speak Chinese, Hindi, Arabic, French, or Portuguese.

Fairfax teachers love teaching these youngsters. They say many arrive scared, not knowing a word of English. But by the end of the year, these same kids are so comfortable with the language that they can even understand jokes.

In some schools, like Layton Hall Elementary, foreign students comprise almost a quarter of the student body. Sometimes these children come from war-torn countries or school-deprived backgrounds.

English-as-a-Second-Language (ESL) teacher Gail Baumgartner explains: "When the boat people came in from Vietnam, I had fifth and sixth graders who had never been to school or held a pencil. Now I have students with the same kinds of needs, but they come from Central America."

Baumgartner's initial task is to make her students feel comfortable. "At first their greatest needs are emotional," she says. "They're frightened and cautious.

"I had a little Vietnamese boy last year who literally just sat in his seat for two months," Baumgartner continues. "I had to help him lift a crayon, he was so scared. You should see him now—he just talks your ear off."

Some schools serve as ESL centers for students bused in from several neighboring schools. Elaine Noonan has taught ESL at one such center, Cardinal Forest Elementary, for six years.

Last year Noonan taught a special grant-funded two-hour evening class for immigrant parents and their children. During the first hour, the district provided child care for youngsters as their parents attended class by themselves. The second hour, parents and students participated in class together.

Some Fairfax schools sponsor special Back-to-School nights with several translators for LEP parents. In certain schools, too, newsletters are translated into the dominant foreign languages.

One challenge: some families have had very little education and must struggle just to put food on the table.

"The parents rely on us to do everything," says Noonan. Another difficulty: immigrant parents often don't ask questions because they believe that teachers are the experts and questioning would show lack of respect.

ESL students at all levels—elementary to high school—have much in common. At Fairfax's George C. Marshall High School, ESL teacher Trudy Todd finds that at first new students just sit, listen, and observe.

But sooner or later, says Todd, comes the moment of breakthrough. "In every class there's always a wonderful moment when a student is suddenly reading. Everyone claps and claps. There is a real *esprit de corps*.

"This work," Todd sums up, "is incredibly satisfying."

—Melissa Etlin
NEA Human and Civil Rights

WASHINGTON WATCH

Person To Watch

Rep. William Natcher (D.-Kentucky) is now managing the House Appropriations Committee, stepping in for the ailing Chairman Jamie Whitten (D.-Mississippi). Natcher's been chair of the Education Appropriations Subcommittee.

Worst Defeat for Education Employees

The refusal of both the House and Senate so far this year to pass legislation that would turn the nation's attention and dollars to rebuilding domestic infrastructure. No new money was needed; a shift of funds from unnecessary defense programs in place despite the Cold War thaw would do the job. Instead, social programs will be slashed to meet the spending limits set in the 1990 budget agreement between he White House and Congress.

Best Win for Education Employees

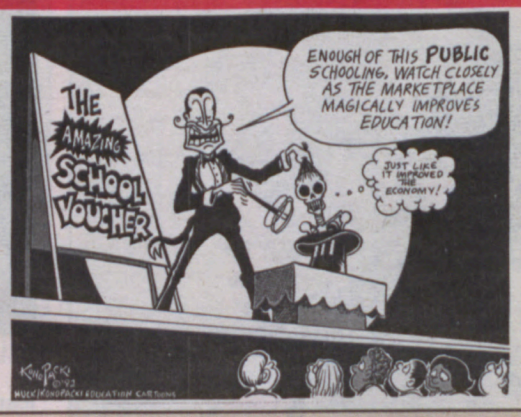
The defeat of Administration-backed bills (four of them over the past three years) that would have diverted public funds to private schools. Congress hasn't bought the Bush Administration's privatization idea, but private school choice remains the cornerstone of the Administration's education policy and the Administration's pet panacea for the problems that face education.

What You Can Do

Let your representatives in the House and Senate know this fall how much you want an overhaul of the nation's health care delivery system so that everyone has access to decent, affordable health care.

Some 40 million people have no health insurance and no access to regular health care. The Bush Administration wants expensive private insurers to remain in control.

Political Cartoon of the Month


THE AMAZING SCHOOL VOUCHER
ENOUGH OF THIS PUBLIC SCHOOLING, WATCH CLOSELY AS THE MARKETPLACE MAGICALLY IMPROVES EDUCATION!
JUST LIKE IT IMPROVED THE ECONOMY!

Congressional Quote of the Month

"Every politician is for children and education except when it comes to digging into their pocketbooks."

Sen. Paul Wellstone
D-Minnesota

Local Look

NEW JERSEY

Teachers and Town Win Contract Fight

After 18 months of tough bargaining, the Quakertown Education Association (QEA) secured a new three-year contract last May. Members in the one-school, K-8 district in western New Jersey had worked nearly a year without a pact.

Board opposition was stiff, but the 28 QEA members held on. When bargaining stalled, teachers talked to fellow citizens. Hearing the facts spurred parents to pressure the board. The result: QEA members got a contract in less than a week. The pact raises pay 7, 6.9, and 7 percent and cuts the work year from 187.5 to 184.5 days over three years.

"Hopefully, this crisis will get the public back into the democratic process," says QEA President Randy Howell. "We hope they'll stay involved."

FLORIDA

A Place To Play For Homeless Kids

Bankrolled by a $600 NEA grant, the West Florida Student FTP-NEA has constructed a playground for children at a Pensacola homeless shelter.

The student Association members began by buying a sandbox for the children at the Loaves and Fishes shelter. Then they added a swing set and a playhouse.

The equipment's paid for by money from CLASS (Community Learning through America's Schools), a grants project funded by the NEA Student Program.

Local business groups have chipped in with materials, and volunteers from the University of West Florida and the Pensacola community have donated labor.

"You don't need big grants or endless labor to make a playground," explains Joy Barnes, vice-president of the University of West Florida Student FTP-NEA. "You just need to really want to make a difference."

DELAWARE

The Tiny Threads That Kill

Working in schools may be hazardous to your health, says the Appoquinimink Education Association—especially if your school still contains asbestos.

AEA spent the last school year fighting to protect the staff at Redding Middle School after custodians found loose asbestos during the 1991 summer session.

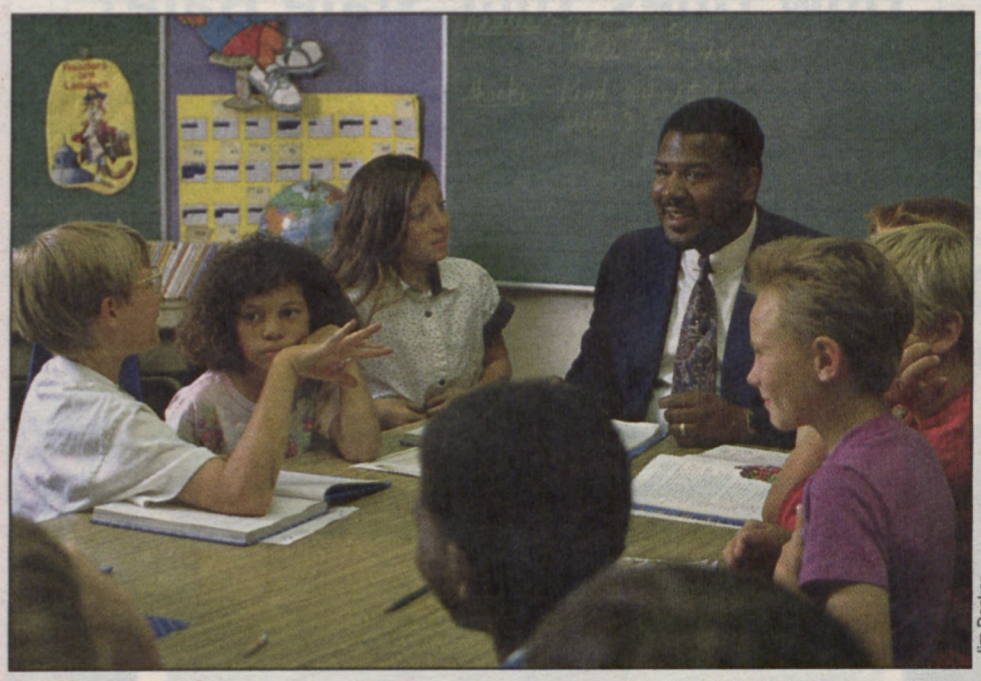
"The district insisted no one was in the building when the asbestos was removed by a contractor," recalls AEA President Karen Wood, a school nurse. "But teachers and students were there for the summer session."

When officials from the Department of Natural Resources and Environmental Control (DNREC) got a look at the building, they closed it instantly. For much of last year, students and school employees shared space with nearby Middletown High School.

The Asbestos Hazard Emergency Response Act of 1986 (AHERA) requires authorities to make sure all employees and guardians are notified of asbestos conditions in schools. DNREC has asked the state's Attorney General to consider bringing criminal charges. And AEA's bargained a $1,500 reimbursement to each teacher whose belongings were locked in the contaminated building.

"This case isn't over," says Wood. "And it's taught us we have to remain vigilant to protect the health of school staff and children."

FINDING MINORITY TEACHERS



Jim Decker

With financial help obtained by his local Association, parapro Darren McCoy is studying to become a teacher.

Nevada Local Knows Where To Look

It's a problem everywhere—finding the minority teachers to meet the needs of a rapidly growing minority student population.

But in Nevada, the Clark County Classroom Teachers Association has a solution: help minority teacher assistants who're already working in Clark County schools to become certified as teachers.

The Clark County district—Nevada's largest—recently received $180,000 from the state to develop and carry out a minority teacher recruitment program. The money was part of $270,000 allocated statewide as a result of aggressive Association lobbying.

Clark County teachers knew just where to find qualified, highly motivated minority teacher candidates: among the more than 3,600 members of the Clark County Education Support Employee Association (ESEA).

The district agreed with an Association proposal to use some of the funds to help 30 paraprofessionals—each with at least 64 college credits—pay for the rest of their college educations. Also, the district and the local university agreed to flexible scheduling so the assistants can do their student teaching without taking unpaid leave from their regular jobs.

One of the program's enthusiastic participants is parapro Darren McCoy, who's worked with third graders at Harvey N. Dondero Elementary School for the past two years. McCoy—who originally wanted to go into hotel management—says his experiences as a paraprofessional convinced him to change his career plans.

"I'm amazed at all that goes on in a classroom, and at how kids learn," he says. "And every day I see firsthand the great need for minority role models.

"In my district, for example, there are almost no Black male adults for Black male students—many of them with adjustment and behavior problems—to look up to. It's a real dilemma."

McCoy tries to influence these kids now, but hopes to do more as a teacher. "I'd love to help youngsters turn their lives around," he adds.

ESEA President Annie Barclay says both students and instructors in the program have a special opportunity—and with it a special responsibility.

"We have the chance here," Barclay says, "to prove that, when we want to, we can find ways to have the best, the brightest, the most culturally diverse group of teaching professionals in the nation."

NORTH DAKOTA

Extra Work for Extra Pay

In the North Dakota Education Association's largest financial victory ever, Williston High School teachers have won nearly $100,000 in back pay.

"The decision cemented my faith in the Association," says Williston Education Association President LeRoy Benson. "Without the Association, you're out there alone—a victory like this is nearly impossible."

When the school board breached its contract by forcing teachers to teach an extra class without pay, WEA, with NDEA backing, filed suit.

Last spring, the state's highest court ordered the board to pay $2,400 to each of the 40 Williston High School teachers who taught that extra class during the 1990-91 school year.

Their victory won, WEA members have now accepted the "sixth period with no pay" for two years to avoid extreme cuts in student programs.

The result is a future WEA bargaining goal: establishing sixth period as a planning period.

ARIZONA

Those Nonteaching Weeks

The Creighton Education Association in Phoenix last year surveyed its members to find out how much time they spent in meetings and other nonteaching activities. The answer: an average of 30 hours a month, roughly seven weeks a year!

"We teach in an inner-city school district," says Creighton EA president David Gutting. "Our kids need contact with us, but the district has put layers of new programs on our shoulders, and many of these keep us away from our students."

The district hasn't officially responded to the CEA survey, though some districtwide in-service sessions and some weekly campus faculty meetings are no longer being held. CEA plans to make "time to teach" an issue in the next round of collective bargaining and in the school board elections this fall.

State Side

PENNSYLVANIA

Paying the Premiums

Since July 1, retired Pennsylvania school employees who had at least 24.5 years of service have been getting monthly payments of $55 towards their medical insurance premiums. Some 48,000 retirees are getting the payments, funded by the state and local employers.

The payments result from a legislative drive by the Pennsylvania State Education Association for changes in the financing of the state's retirement system.

For retirees who've chosen to get their insurance through a state retirement system program, the state simply sends the $55 to that program. Those who've chosen another program receive the $55 directly. For both groups, the money's tax-free.

IDAHO

Happy Birthday, IEA!

The Idaho Education Association is proudly celebrating its 100th birthday this year.

IEA began life in 1892 as the Idaho State Teachers' Association, with 43 members. Today, IEA represents nearly 10,000 education employees—85 percent of the state's teachers and a growing number of support staff.

As part of its centennial celebration, IEA last month buried a time capsule, to be opened in 2042. Among the capsule's contents: a membership list, copies of the *IEA Reporter* and *NEA Today*, and a copy of NEA President Keith Geiger's address at the centennial banquet.

WEST VIRGINIA

Going Home Again

Country music recording star Lionel Cartwright is high on the charts and high on education. That's why he's recorded public service announcements urging kids to stay in school.

The West Virginia Education Association asked Cartwright, a native West Virginian, to help with its campaign to keep kids in school. He readily agreed, recording two PSAs and becoming campaign spokesperson.

The first announcement has been aired statewide, and the second will air in early September. Both PSAs are available to state affiliates nationwide.

And Cartwright? He went one step further, returning his agent's fee to help in the campaign.

MEASURING DIVERSITY

How Does Your State Rate?

Everyone knows the United States is becoming more and more ethnically and racially diverse. But the diversity of some states may surprise you.

USA Today, the national newspaper, has developed a Diversity Index that measures the chance that any two randomly selected Americans will differ from each other racially or ethnically. By this standard, as the chart below shows, New Mexico is the most diverse state: there's a 60 percent chance that any two New Mexicans are different racially or ethnically.

Here's how the states stack up.

State	Index 1990	Racial[1]/ethnic[2] breakdown Pct. White	Pct. Black	Pct. Asian	Pct. Indian	Pct. Hispanic
New Mexico	60	75.6	2.0	0.93	8.87	38.23
California	59	69.0	7.4	9.56	0.81	25.83
Hawaii	56	33.4	2.5	61.83	0.46	7.34
Texas	55	75.2	11.9	1.88	0.39	25.55
D.C.	51	29.6	65.8	1.85	0.24	5.39
New York	49	74.4	15.9	3.86	0.35	12.31
Mississippi	48	63.5	35.6	0.51	0.33	0.62
Louisiana	47	67.3	30.8	0.97	0.44	2.20
Maryland	45	71.0	24.9	2.92	0.27	2.62
Arizona	45	80.9	3.0	1.51	5.55	18.78
South Carolina	44	69.0	29.8	0.64	0.24	0.88
Georgia	43	71.0	27.0	1.17	0.21	1.68
Alaska	43	75.5	4.1	3.59	15.58	3.24
New Jersey	42	79.3	13.4	3.53	0.19	9.57
Florida	42	83.1	13.6	1.19	0.28	12.17
Illinois	41	78.3	14.8	2.50	0.19	7.91
Alabama	40	73.7	25.2	0.54	0.41	0.61
North Carolina	39	75.6	22.0	0.79	1.21	1.16
Virginia	38	77.4	18.8	2.57	0.25	2.59
Nevada	36	84.3	6.6	3.17	1.63	10.35
Delaware	34	80.3	16.9	1.36	0.30	2.37
Oklahoma	33	82.1	7.4	1.07	8.03	2.74
Colorado	33	88.2	4.0	1.82	0.84	12.88
Michigan	30	83.4	13.9	1.13	0.60	2.17
Arkansas	30	82.7	15.9	0.53	0.54	0.85
Tennessee	29	83.0	16.0	0.65	0.21	0.67
Connecticut	29	87.0	8.3	1.54	0.20	6.48
Washington	24	88.5	3.1	4.33	1.67	4.41
Missouri	23	87.7	10.7	0.81	0.39	1.21
Ohio	23	87.8	10.7	0.84	0.19	1.29
Massachusetts	22	89.8	5.0	2.38	0.20	4.78
Pennsylvania	22	88.5	9.2	1.16	0.12	1.95
Kansas	21	90.1	5.8	1.28	0.89	3.78
Rhode Island	20	91.4	3.9	1.83	0.41	4.56
Indiana	19	90.6	7.8	0.68	0.23	1.78
Oregon	17	92.8	1.6	2.44	1.35	3.96
Wyoming	17	94.2	0.8	0.62	2.09	5.68
Utah	17	93.8	0.7	1.94	1.41	4.91
South Dakota	16	91.6	0.5	0.45	7.27	0.76
Wisconsin	16	92.3	5.0	1.09	0.81	1.90
Kentucky	15	92.0	7.1	0.48	0.16	0.60
Montana	15	92.8	0.3	0.53	5.97	1.52
Idaho	15	94.4	0.3	0.93	1.37	5.26
Nebraska	14	93.8	3.6	0.79	0.79	2.34
Minnesota	12	94.4	2.2	1.78	1.14	1.23
North Dakota	11	94.6	0.6	0.54	4.06	0.73
West Virginia	8	96.2	3.1	0.42	0.14	0.47
Iowa	8	96.6	1.7	0.92	0.27	1.18
New Hampshire	5	98.0	0.6	0.84	0.19	1.02
Maine	4	98.4	0.4	0.54	0.49	0.56
Vermont	4	98.6	0.4	0.57	0.30	0.66

1—"Other" category omitted; 2—Persons of Hispanic origin may be of any race.
Source: USA TODAY Diversity Index developed from Census statistics by Philip Meyer.

ALABAMA

Senate Slugs Schools

More than 1,000 teachers got pink slips this summer after the Alabama Senate blocked a plan to boost education funding by $400 million. The hike was to result from a progressive tax reform package that passed the Alabama House.

Instead, Governor Guy Hunt ordered a 6 percent cut in state aid to schools this year. So it's back to the drawing board for the bipartisan gubernatorial task force that initiated the tax reform plan. The group had recommended setting a minimum local property tax rate and raising state personal property and corporate income taxes.

"The Alabama legislature is really remiss in not passing this package," asserts AEA Executive Director Paul Hubbert. "From my talks with business leaders in the state, I'm optimistic that if $400 million is the cost of progress, they're ready to move on it."

Meanwhile, AEA's working to save teachers' jobs.

KANSAS

Painless Finance Reform

Last spring the Kansas legislature enacted a school finance equalization package—based in large part on a Kansas-NEA proposal—that was a good deal for just about everybody.

"We knew that most state efforts to remedy school finance inequities bring the poor districts up by bringing the top districts down," says K-NEA President Chuck Tilman. "But we were determined that Kansas would come up with a plan with no district losing out."

Key K-NEA allies kept the focus on children's interests throughout a 101-day legislative duel.

The final formula shifts school funding from a system based primarily on local property taxes to one that relies equally on sales taxes, income taxes, and a uniform (though reduced) property tax. Salient features include increases in the sales and income taxes plus a new requirement that school districts spend all their unencumbered cash balances each year.

The new plan raised $350 million in new state money the first year, more than offsetting a projected $240 million drop in property tax revenues.

IOWA

A Funding Formula Runs Dry

Breaking with a 20-year tradition, Iowa legislators have slashed their state's school budget by $40 million.

For two decades the funding formula for the state's school budget factored in state revenue growth and inflation. Increases were automatic. Receiving their budget figures a year in advance, schools could base their decisions on those figures.

Now the governor and legislature will determine education spending—and this year the budget was cut.

When legislators considered making deeper cuts, the Iowa State Education Association, the State Administrators of Iowa, and the Iowa Association of School Boards put on the pressure. Nearly 1,500 teachers, administrators, board members, and parents marched to the state capitol. The cuts stopped.

Meet:

Jonathan Kozol

Joe DiDio

A Voice for Equity

When Jonathan Kozol speaks, he does so softly, in measured tones. But his message, written or spoken, is urgent.

For 30 years, Kozol has described the plight of the poor, the homeless, and the illiterate, and a society that ignores them.

His latest book,* Savage Inequalities, *records Kozol's return to schools he visited nearly 30 years ago. Little, he finds, has changed. The gap between rich and poor has only widened.

For his writing and activism on behalf of children and the poor across this country, Jonathan Kozol received NEA's 1992 Friend of Education Award, the Association's most prestigious honor. He spoke recently with* NEA Today *staff writer Anita Merina.

What's your prediction for school finance?
If we look into the next generation, I believe the U.S. will finally get rid of its archaic system of funding schools based on property taxes and switch to one-third federal, one-third state, and one-third local funding. Better yet, the federal and state governments could split the cost.

I suspect the Los Angeles riots may be only a prelude. We're going to see some terrifying events in the next 20 years, especially in the inner cities.

If these disruptions are truly frightening to Americans and spread outside the inner cities, we'll see an outcry for better health care, education, and social programs to stop this rising tide. It's a pity we wait for something like a riot to make this happen.

What can NEA members do to speed changes in school finance?
It's important that NEA members in the suburban districts go to court with the plaintiffs in school finance cases, even though their districts won't benefit.

It's important because the defendant (usually the state) will use alleged research that says money doesn't matter, it's values. NEA members can say, "Even with the best of values, you can't do what we do without money."

What do you think of former Yale President Benno Schmidt's move to Chris Whittle's Edison Project to help build private, for-profit schools?
Listening to Schmidt, one would think he's motivated by altruistic concerns. But if that's so, why didn't he create a nonprofit organization to help the *public* schools? It's a sign of our times that talent is now on sale to the highest bidder.

Chris Whittle is entirely disingenuous when he says he wants to improve public schools through the spirit of competition. I simply don't believe that. You don't improve the public water supply by selling Coca Cola.

What concerns me most isn't Channel One and the products Whittle would sell to schoolchildren, but the ideology he'd sell. Will a school owned by an advertising impresario encourage children to scrutinize the ethics of advertising—or of private industry for that matter?

I'm convinced Whittle's out to break the unions. It's no coincidence he announced his plans just after President Bush announced America 2000 and called for vouchers.

Why?
Chris Whittle is an old friend of Secretary of Education Lamar Alexander, a great believer in the private sector. Whittle claims he has no interest in vouchers, but I find that hard to believe.

To be candid, this is a classic example of pedagogic insider trading. It's a warning that the line between public and private schools will be crossed repeatedly until the two become indistinguishable. That will destroy the public schools.

What's at stake is the potential emergence of a massive new industry—I'll call it the Educational Industrial Complex. With the Cold War over, this would replace the military industrial complex, and businessmen like Chris Whittle would have 45 million captive customers.

How should schools and communities respond?
By launching a far more sophisticated attack on the voucher system. Up to now, our response has been mostly reactive. We must go on the attack.

I have friends, weary ex-liberals, who say, why not accept some form of choice? But once you accept the basic premise that dog-eat-dog competition is good for the schools, how can you keep out the best competitors? And the best competitors will be businessmen.

If there's a voucher system, we won't be able to compete with Chris Whittle. He has enough capital to buy the most talented people from the public schools and create "showpiece schools," which he may even run at a loss until he corners the market.

Public schools will divert scarce funds from teaching to advertising. But how can Camden, New Jersey compete with an Edison school? The children and teachers who are left behind in those poor schools will suffer.

How do you convince people choice is not the answer?
Right now, I'm working on a book about choice and how to fight it. The truth is, there's no track record on choice, because it hasn't been working well anywhere. Less than .5 percent of students have taken advantage of the Minnesota plan, and they've chosen schools for their sports facilities or for convenience—not because of the philosophy behind choice. The largest choice plan in Massachusetts is an unqualified disaster.

What's the toughest thing a student has told you?
Do you know the word "dissing"? It means showing disrespect. One student said, "Isn't it amazing that we're so worried about being dissed by the kid across the hall when the greatest disrespect is being shown by society? Don't talk about that kid who's dissing you, you're being dissed by your President."

He's right. The greatest injury being done to kids today is not financial parsimony, though that's bad enough. It's to have them grow up believing the government isn't on their side.

What about the national education goals?
Backing them is like being in favor of sunshine: who'd be against them?

What would your own goals be?
Number one: universal preschool starting at age 2-1/2. Take the best Headstart model and replicate it for all children—with a parental involvement component to give parents the education they were denied as students.

Two: Abolish the property tax system of school funding. Let the federal government accept 50 percent of the cost.

Three: Establish a one-time, $1 billion school reconstruction act to rebuild school facilities.

Four: Once we've established basic equity for all schools, I'd add a substantial supplement for highly qualified, experienced teachers to teach in schools that serve the poorest children. We need a reward system not just to recruit but to keep the finest teachers in schools that serve children in the poorest slums.

Five: Question the apartheid—segregation—in American schools. Do we intend to educate another generation in isolation or have true integration and equality for all children? To put it bluntly, how many more LA uprisings can this nation afford?

Six: Get rid of residential housing segregation so we won't have to deal with school segregation. We'll have democratic neighborhoods and schools.

People may sigh and say I'm dreaming. But we're teachers, after all—two and a half million of us. We shouldn't just be teaching children—we should be teaching this nation. We should change the political climate of this country so that these things will happen.

RESOURCES

TV Tips

Scared Silent: Exposing and Ending Child Abuse—*CBS, NBC, and PBS, Friday, Sept. 4, 10-11 p.m. ET; ABC, Sunday, Sept. 6, 10-11 p.m.* Oprah Winfrey—herself a victim of child abuse—hosts this special about how child abuse starts and how it can be stopped.

For a free brochure on child abuse, call 800/4AChild.

ABC Weekend Special: Captain O. G. Readmore Meets Little Red Riding Hood—*ABC, Saturday, Sept. 5, 12:30-1 p.m. ET.* A version of the classic fairy tale.

1992 Capital Cities/ABC

A Cry From the Edge—*PBS, Tuesday, Sept. 8; check local listings for times.*

This listing plus the following four are part of a special Back to School programming week on PBS. Check local listings for dates and times of other broadcasts. *An exploration of the experiences of students on the edge of success or failure in school and teachers who help them triumph.*

Why Bother Voting?—*PBS, Wednesday, Sept. 9, 8-9 p.m. ET.* An examination of what government does and why government affects everyone. For a free viewer's guide on this and other public television 1992 election programs, contact Prentice Hall, 4350 Equity Dr., Columbus, OH 43216-2649 (800/344-7501).

On Television: Teach the Children—*PBS, Wednesday, Sept. 9, 9-10:00 p.m. ET. Journalist Edwin Newman hosts this documentary examining the role of television as an unparalleled educational force.* An NEA-New York University joint production, partially funded by NEA, that encourages viewers to look critically at TV programming and suggests ways they can work to change things if they don't like what they see.

The Future Is Now: The New ABC's—*PBS, Wednesday, Sept. 9; check local listings for times.* Students in France, Japan, and China demonstrate new methods of learning.

Math...Who Needs It?—*PBS, Thursday, Sept. 10; check local listings for times.* A unique and humorous look at a subject critical to our lives. Nationally acclaimed math teacher Jaime Escalante stars.

Afterschool Special: Teen Forum—How To Survive a Breakup—*ABC, Thursday, Sept. 17, 4-5 p.m. ET.* Oprah Winfrey explores the range of personal responses to a breakup with a boyfriend or girlfriend. Celebrities offer advice and share experiences.

Behind the Scenes—*PBS; check local listings for dates and times.* A series of 10 half-hour programs on the creative process behind the visual and performing arts. For a 24-page teacher's guide, send $1 (for shipping) to Great Plains National, P.O. Box 80669, Lincoln, NE 68501-0669 (800/228-4630).

Martha Swope Assoc./Carol Rosegg

These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, D.C.

WonderWorks Fall Premiere Focuses on Black Filmmakers

A Teacher's Guide For ***You Must Remember This***

You Must Remember This is a 100-minute prime-time drama broadcast Thanksgiving Day at 4 p.m. ET on PBS as part of the highly acclaimed WonderWorks series. Check local listings. Teachers have 7-day off-air taping rights to this prime-time version of the show.

The program has been reconfigured into four 25-minute modules and some PBS stations may offer this version through schools. Taping rights for this educational version of the program have been extended to three years from the date of initial broadcast (Fall '95).

This guide is designed for use with students in grades six through twelve. It has been edited from a more extensive version. Teachers interested in obtaining copies of the longer version may send $3.00 and a written request to: WQED West, 3171 Los Feliz Blvd., Suite 205, Los Angeles, CA 90039. The teacher's guide is also available on Learning Link's electronic service. Video copies of YMRT will be available through Public Media Video, 5547 North Ravenswood Ave., Chicago, IL 60640, 312/878-2600. YMRT was produced for WonderWorks by Longridge Enterprises & WQED West.

INTRODUCTION

YOU MUST REMEMBER THIS is told by Ella, an imaginative teenager who discovers that her Uncle Buddy has a hidden past. Ella knows Uncle Buddy as a well-loved neighborhood barber and a great storyteller, but everything changes when a trunk arrives at their house. Despite warnings to ignore the trunk, Ella opens it, discovering that Uncle Buddy made and directed films in the 1940s. Curious about his past, Ella sets out to discover what happened during that time. While Ella learns of the racist indignities he suffered, Uncle Buddy realizes that his work is a legacy and inspiration to many people, including subsequent Black filmmakers.

STUDENT OBJECTIVES

- Explore the Independent Black Film Movement of the 1930s and 1940s from a political, social, and cultural perspective.
- Connect Ella's experiences with events in your own lives.
- Investigate media's influence on attitudes and beliefs about people and events.
- Increase awareness by researching your own family and community.

BACKGROUND MATERIAL

The fictional Uncle Buddy is a composite character who grew out of extensive research of the actual Independent Black Film Movement in the 1920s, '30s and '40s.

A public furor followed the release in 1915 of D. W. Griffith's film "The Birth of a Nation." This stunning technical achievement used the typical negative Black stereotypes. Some African-Americans made films to counter Griffith's racist images, quickly realizing the creative, artistic, and even political power of film. Despite the rapid growth of the new African-American audience, between 1915 and 1923 a number of events halted the Black film industry: a flu epidemic, talkies, the release of big studio productions like "Hearts in Dixie" and "Hallelujah," and the Depression.

The body of work produced by Black Independent Filmmakers is highly significant to the overall development of African-Americans in the film and television community.

Maria Celedonio (Ella) & Robert Guillaume (Uncle Buddy) in Buddy and George's barber shop.

LEARNING ACTIVITIES AND TOPICS FOR DISCUSSION

- Remind the class that YMRT contains an all-Black cast. Compare this fact to the typical casting.
- Discuss how the characters display a range of emotions. Is one character "right" and one "wrong"?
- Define and discuss your feelings about "race" films.
- Compare and contrast the different jobs in filmmaking.
- Refer to the historical film segment as a springboard to discuss the various qualities attributed to the stereotyped characters.
- In YMRT, students only view a small portion of "The Creole Kid." Have students write a screenplay for the rest of "The Creole Kid" and create a movie poster for it.
- Let students take on the personae of characters from the film. Have them question their motives, thoughts, and feelings on given issues.
- Pretending they are film critics, students can critique YMRT. Encourage students to debate and defend their positions.

RESOURCES

Black Film Institute, U. D. C., Columbia Carnegie Bldg., 8th St. and Mt. Vernon Pl., N.W., Washington, DC 20001, 202/727-2396.

Black Films and Film-makers: A Comprehensive Anthology from Stereotype to Superhero. Dodd, Mead Publishers, 1975.

Donald Bogle. *Toms, Coons, Mulattoes, Mammies, and Bucks; An Interpretive History of Blacks in American Films*. Continuum, 1989.

Daniel J. Leab. *From Sambo to Superspade: The Black Experience in Motion Pictures*. Houghton Mifflin, 1975.

Schomburg Center for Research in Black Culture, Malcolm X Blvd., New York, NY 10037, 212/862-4000.

CREDITS

This guide was written by Donna Brown Guillaume, Donna Mitroff, and Cheryl Pearlstein for KIDSNET, the clearinghouse for children's audio, video, radio, and television, and it is a regular feature of *NEA Today*. We welcome your comments. Write to: KIDSNET, 6856 Eastern Avenue, N.W., Suite 208, Washington, DC 20012. ©1992

Ahead on Teacher TV

Teacher TV, the weekly magazine program co-produced by NEA and The Learning Channel, will start its fall series of seven half-hour broadcasts on Sunday, October 4, at 6 p.m. ET.

In September the Learning Channel will rebroadcast earlier *Teacher TV* shows in the same time slot.

On tap for the fall run are segments on peer coaching and intergenerational learning, alternative student assessment, diversity appreciation, curriculum innovations, time management, and more.

TRENDS

Illiteracy Knows No Boundaries

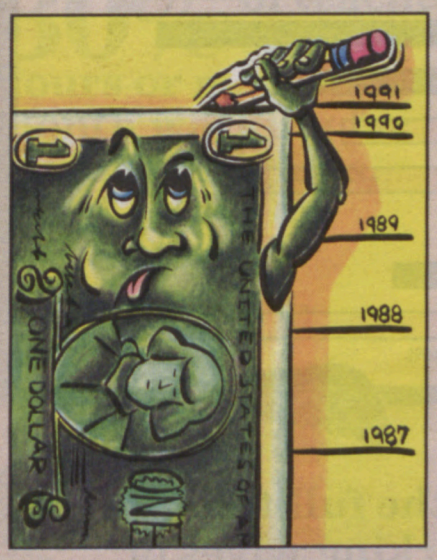
Critics call U.S. literacy rates an international disgrace, yet recent surveys show widespread literacy problems throughout the industrialized world.

A new study by the 24-nation Organization for Economic Cooperation and Development (OECD) asserts that weaknesses in basic reading and writing skills keep a third of workers in industrialized countries from doing their jobs as well as they might.

A government survey found that 38 percent of Canadians could not meet most everyday reading demands. Germany has between 500,000 and 3 million illiterates, according to the German Commission for UNESCO. And the French Ministry of Defense estimates that among 18- to 23-year-olds recently called up for military service, 20 percent couldn't read and understand a 70-word article.

These trends are particularly threatening because, as the report notes, jobs for unskilled workers are vanishing while new ones requiring literacy are on the increase.

Income Inches Up



Not since 1958 has the average income of U.S. wage earners gone up so little—just 2.1 percent—as in 1991. The Consumer Price Index grew 3.1 percent. For the first time since 1982, prices outpaced income.

Personal income (including all sources except Social Security) averaged $19,082 last year. The greatest increase, 5.1 percent, took place in Wyoming; the smallest, 0.2 percent, in Rhode Island.

Growing Up Poor

A Black or Native American child has a 40 percent chance of living in poverty, reports the Children's Defense Fund.

According to a CDF study, the rising child poverty rate, nearly 18 percent in 1989, is most likely to affect Black and Native American children, followed by Hispanic children (32 percent chance).

The number's far lower for Asian children (17 percent) and white children (12.5 percent). Mississippi and Louisiana have the highest rates—over 30 percent; New Hampshire, the lowest—7 percent.

Leave the Playing to Us

An hour-long bus ride brought out the mischief in kids en route to the rural Holbrook, Arizona, schools—until the district harnessed technology to turn that hour into an advantage.

Last year, using money from a substance abuse grant, the district installed four TV-VCR combinations on its buses. When tapes started playing throughout the ride, passengers sat up and took notice. Discipline problems virtually ceased.

Most of the tapes have educational value, covering such topics as AIDS or steroids, but feature films begun on Friday afternoons give students an extra incentive to show up Monday morning for the ending.

Great has been the relief for district bus drivers: one has threatened to quit if the tube's taken out. The only potential hitch in the project—a regulation banning glass objects in a bus—was waived.

A Viewer's Guide for a "P.O.V." Special on PBS

Roger & Me
and Pets or Meat: The Return to Flint

On Monday, September 28, 1992, the acclaimed PBS series P.O.V. will present the network television debut of Michael Moore's celebrated and popular satiric documentary, Roger & Me, followed by the world premiere of his update, Pets or Meat: The Return to Flint.

GRADE LEVEL: SENIOR HIGH SCHOOL

Curriculum areas: History, geography, social studies, language arts, media, fine arts, dramatic arts

OBJECTIVES

- to introduce students to the history and economic interaction of businesses and workers;
- to define and clarify the elements and power of satire and documentary art forms
- to explore the societal implications of our economic system and its effects on government policies.

PLEASE NOTE: VIEWER DISCRETION ADVISED

In Roger & Me, a woman kills and skins a rabbit. In Pets or Meat: The Return to Flint, a snake swallows a rabbit. Although these brief scenes are metaphors central to the film's story they are graphic and could be disturbing to some viewers.

SYNOPSIS

In the 1980's, General Motors decided to reduce their operations in Flint, Michigan and lay off 30,000 auto workers. Michael Moore, a muckraking journalist and Flint native, embarked on a filmic odyssey to meet GM chairman Roger Smith and convince him to visit Flint for a first-hand look at the devastation caused by the layoffs. The result was Roger & Me, a richly satirical film which was included on more critics' "10 Best" lists than any other film of 1989.

In Pets or Meat: The Return to Flint, Moore revisits his hometown to comment sardonically on what's happened to him, to some of the characters introduced in his first film, and to the rest of the country since Roger & Me was made.

DISCUSSION QUESTIONS AND ACTIVITIES

SOCIAL STUDIES

- List and discuss the effects of plant closings on a city and its people.
- The program says that the factories GM is closing in Flint will be re-opened in Mexico. Why? Discuss the implications of moving jobs to Third World countries.
- In Roger & Me, Moore is not allowed to speak at a shareholders meeting. Explore the structure and hierarchy of corporations and industries. Discuss "freedom of expression" and how Moore achieved his freedom to speak out with his films.
- Do a case study of a major local industry or business. What would happen if that enterprise left your town or city?
- Recreate the events in Flint. Divide your students into union leaders and members, shareholders, management, consumers, taxpayers, local legislators. Have them explore alternatives to the proposed move, such as a corporate tax incentive or a plan for employees to buy or run the factory. Remind them that an action affects many people in many ways.
- Create a timeline of events that resulted in massive changes in working people's lives, such as the Industrial Revolution, the Depression, and the closing of the Pittsburgh steel mills. Also include the 1937 Flint strike mentioned in the film and other events like the Triangle Fire that led to the rise of organized labor and legislation to protect working people.
- Discuss and compare economic systems such as socialism, communism, and capitalism. Compare what's happening in Flint to what's happening in the former Soviet Union.

CRITICAL VIEWING/LANGUAGE ARTS

- Compare the elements of satire and documentary. How does each for of expression get at "the truth" of a subject?
- "P.O.V." is a television series which showcases nonfiction films with a "point of view". Discuss the point of view of these two films. Compare various forms of journalism and commentary. Is any completely neutral and objective?
- Moore recalls seeing a sign, "Bunnies for Sale: Pets or Meat," and thinking, "that's our life with General Motors: first we're pets, then we're meat." He uses a scene in which a snake attacks and eats a rabbit as a metaphor. Discuss how and why metaphors are used.
- Discuss Darwin's concept of "survival of the fittest" in terms of human competition. How does this fit with moral and ethical principles?
- Discuss scenes involving stark contrast, hyperbole, understatement and caricature in the films, such as the Christmas scene in Roger & Me. Compare Moore's satirical techniques with the writing of Dickens, Sinclair, Steinbeck, and Twain (see "Resources").
- Research "muckraking" journalism and the changes it helps produce.

RESOURCES

Bartlett, Donald L., and Steele, James B. America: *What Went Wrong?*. Andrews and McMeel, 1992.

Dickens, Charles. *A Christmas Carol.* Crown Publishers, 1976.

Hamper, Ben. *Rivethead,* Warner Books, 1991.

Labor's Heritage Magazine, teacher's guide for labor and related activities. Send $3.00 and written request to: George Meany Memorial Archive, 10,000 New Hampshire Avenue, Silver Spring, MD 20903, (301) 431-6400.

Sinclair, Upton. *The Jungle.* R. Bentley Publishers, 1971.

Solidarity, a historical film about the United Auto Workers. To rent for $5.00, write to UAW, Education Dept., 8000 East Jefferson, Detroit, MI 48214.

Twain, Mark. *The Adventures of Huckleberry Finn.* Viking Penguin, 1986.

Standard PBS 7-Day off-air recording rights apply.

Roger & Me is available from Warner Home Video. P.O.V. welcomes comments about the film as well as discussions and other activities surrounding it. Please write to P.O.V., 330 West 58th Street, Suite 301, New York, NY 10019.

This guide was written by Nancy Karkowsky for KIDSNET, the clearinghouse for children's audio, video, radio and television, and is a regular feature of NEA Today. We welcome your comments. Write to KIDSNET, 6856 Eastern Avenue, N.W., Suite 208, Washington, D.C., 20012. © 1992.

PBS POV

You're invited to join the new NEA Member Benefits research panel!

Mail the postage-paid card in this issue to sign up for the NEA Member Benefits research panel!

AN AMERICAN TEACHER

WHO AM I?

I am female.

I am married.

I have 2 children.

I am 42 years old.

I hold a master's degree.

I have 15 years of work experience.

I am a Democrat.

I am an American teacher. I taught in the public schools during the 1990-1991 school year, which means I'm represented in NEA Research's latest every-five-years poll of public school teachers. On these pages you'll get to know even more about me and my colleagues, personally and professionally, right down to how long we get for lunch.

Who Sat for This Portrait?

Survey Sample by Subgroup

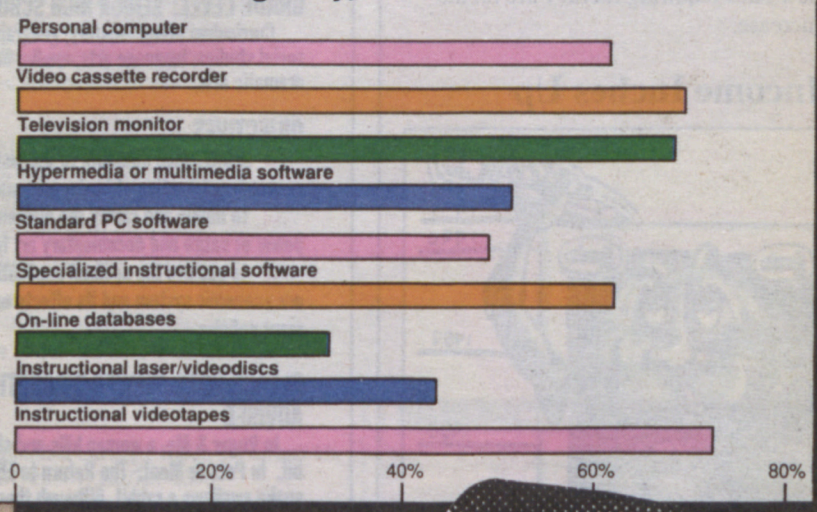
Subgroup	Number of teachers	Percent[a] of total
Sex		
Male	361	27.9
Female	933	72.1
Age		
Under 30	146	11.1
30–39	351	26.7
40–49	518	39.3
50 and over	302	22.9
Geographic Region[b]		
Northeast	258	19.4
Southeast	341	25.7
Middle	377	28.4
West	351	26.5
School system size		
Large—25,000 or more enrollment	381	28.2
Medium—3,000–24,999 enrollment	562	41.5
Small—less than 3,000 enrollment	408	30.3
School level		
Elementary	663	50.0
Middle or junior high school	268	20.2
Senior high	394	29.7
Race		
Minority	170	13.3
Caucasian (not of Spanish origin)	1,118	86.8

[a] Percents may not total 100 due to rounding.

[b] NORTHEAST—Conn., Del., D.C., Maine, Md., Mass., N.H., N.J., N.Y., Pa., R.I., Vt.
SOUTHEAST—Ala., Ark., Fla., Ga., Ky., La., Miss., N.C., S.C., Tenn., Va., W.Va.
MIDDLE—Ill., Ind., Iowa, Mich., Minn., Mo., Nebr., N. Dak., Ohio, S. Dak., Wis.
WEST—Alaska, Ariz., Calif., Colo., Hawaii, Idaho, Mont., Nev., N. Mex., Okla., Oreg., Texas, Utah, Wash., Wyo.

How Many Resources Do You Use?

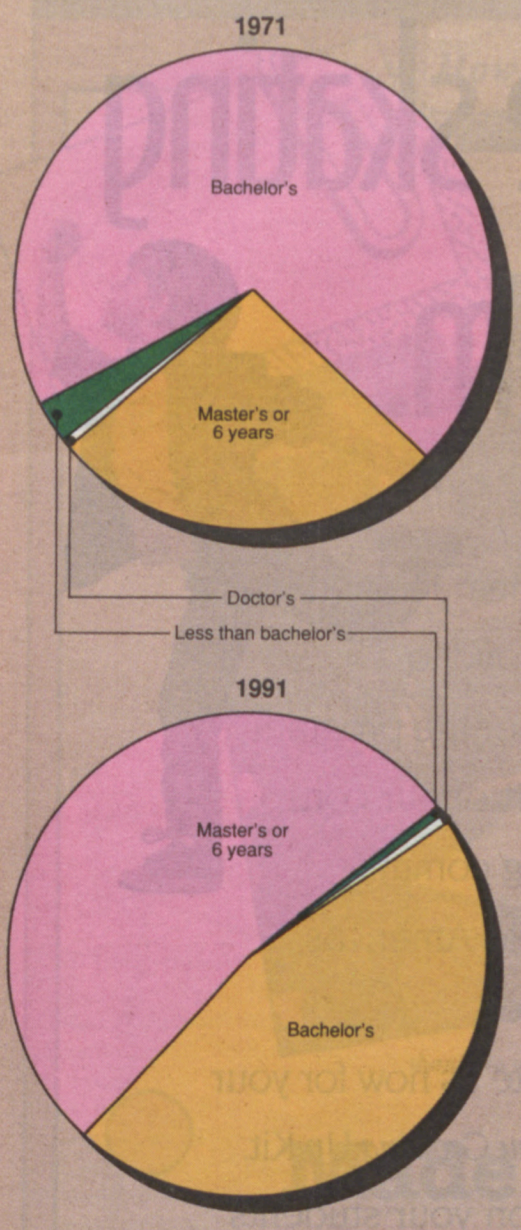
Percentage of teachers with these resources who use them regularly, 1991



55% of the full-time working wives of teachers are teachers themselves.

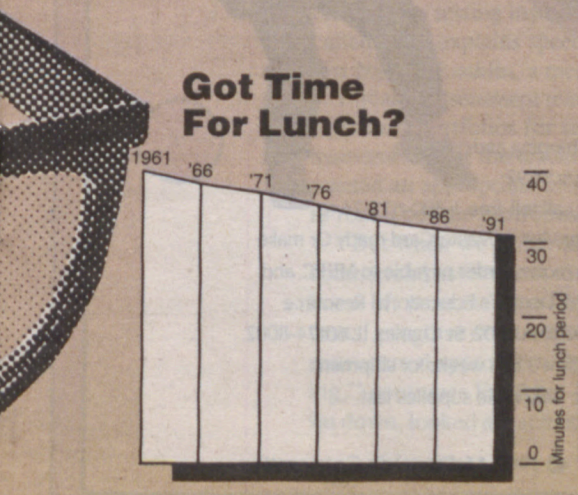
A PROFILE

Highest Degree Held

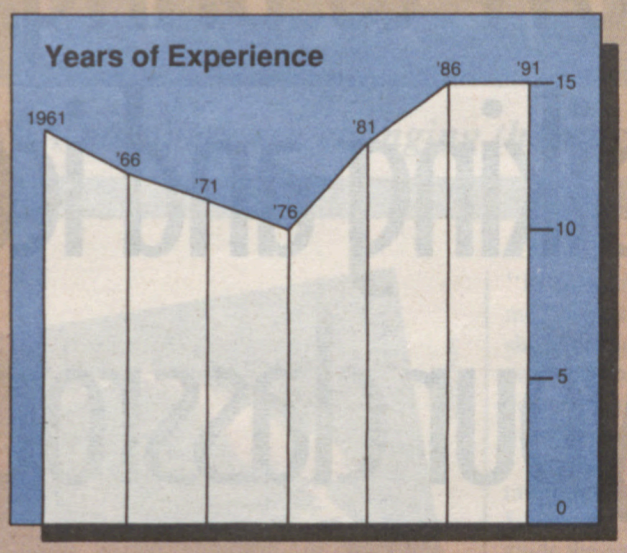


30% of teachers spend 9 hours or more per month working for various religious, social, civic, or professional organizations.

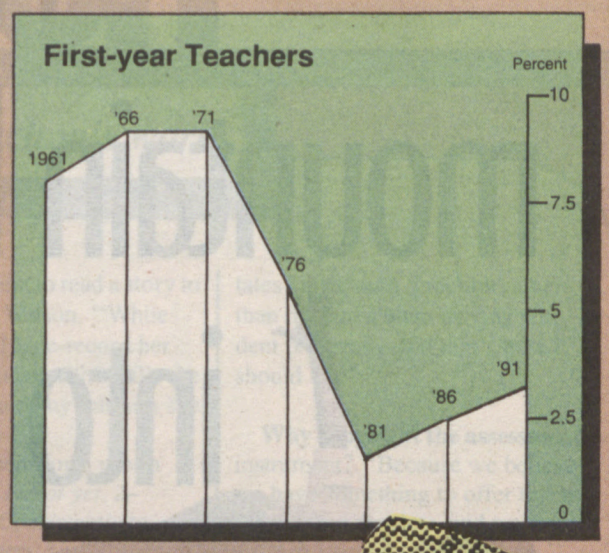
Got Time For Lunch?



Years of Experience



First-year Teachers



Getting the Job Done: The Pluses and Minuses

Some things are absolutely crucial for getting the job done. Others are downright obstacles. Below: a comparison of the major positives and negatives in 1976 and 1991.

1976—Helps

- Training, education, and knowledge of subject matter (17.6%)
- Staff cooperation (17.5%)
- Interest in children (16.0%)
- Administrators (9.6%)
- Adequate facilities, equipment, and resources (8.2%)
- Independence in the classroom (8.2%)

1991—Helps

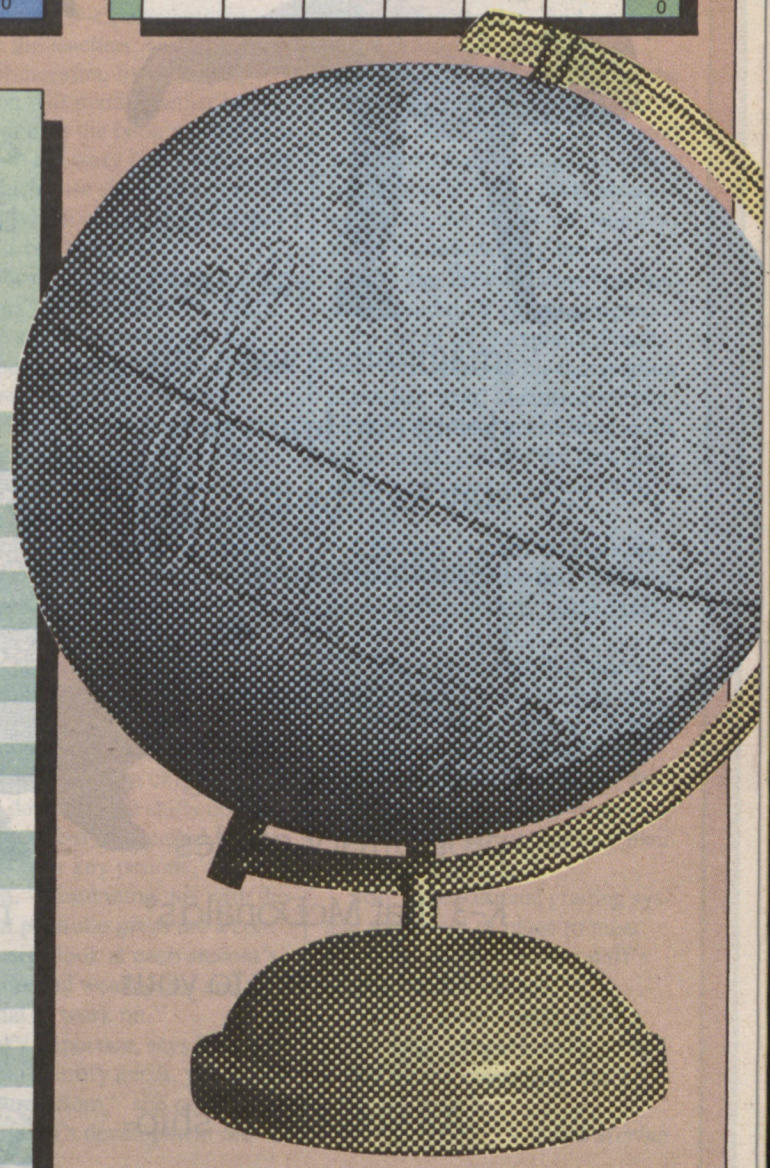
- Interest in children and teaching (21.5%)
- Training, education, and knowledge of subject matter (15.8%)
- Cooperative and competent teacher colleagues (15.4%)
- Help from administrators and specialists (15.0%)
- School environment and freedom to teach (10.9%)
- Good materials, resources, facilities (5.8%)

1976—Hindrances

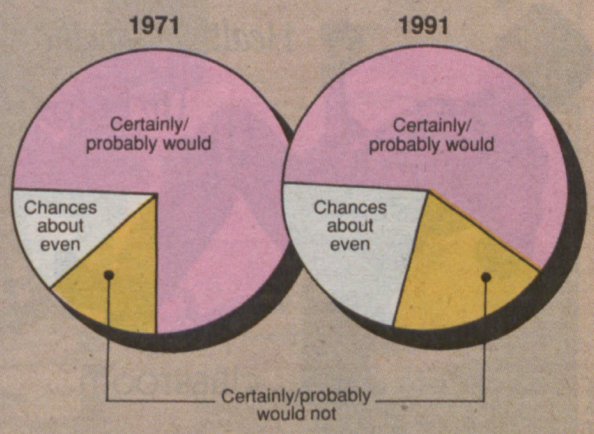
- Incompetent administration (17.1%)
- Discipline and attitudes of students (17.1%)
- Heavy workload (13.9%)
- Lack of materials, resources, and facilities (9.7%)
- Lack of preparation time (9.3%)
- Extra responsibilities (8.6%)

1991—Hindrances

- Incompetent and uncooperative administrators (16.2%)
- Heavy workload and extra responsibilities (14.8%)
- Lack of materials, resources, and facilities (12.4%)
- Lack of funds and decent salaries (11.9%)
- Negative attitudes of the public and parents (9.3%)
- Class size (8.7%)

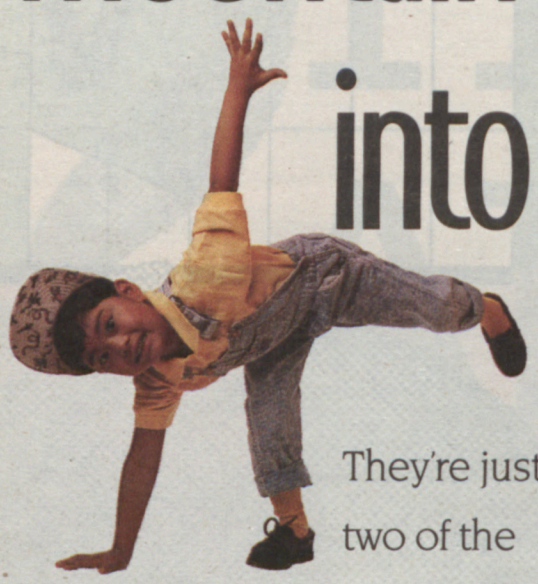


Would Choose Teaching Again



Source: *Status of the American Public School Teacher 1990-1991* is a product of NEA Research. The 1991 data for this report are taken from surveys of teachers conducted between May 1991 and February 1992. *Status of the American Public School Teacher* is published every five years; the first status report was published in 1966. ©1992.

How to bring mountain biking and ice skating into your classroom.



They're just two of the imaginative ways students can learn how to stay healthy in *Healthy Growing Up.*™

It's a new lifetime skills learning program for grades K-3 that McDonald's® is now offering to your school.

All you pay is shipping and handling.

Healthy Growing Up helps classroom teachers bring to life basic concepts of fitness, nutrition and self-esteem.

Its lessons are easy to integrate into a daily plan. Each comes with fun activities, like "ice skating" on two sheets of paper or pretending to ride up a mountainside on a bike.

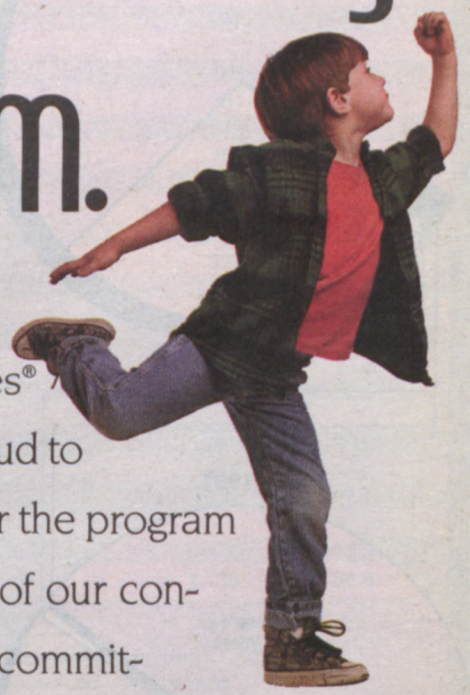
Healthy Growing Up is supported by the President's Council on Physical Fitness and Sports.

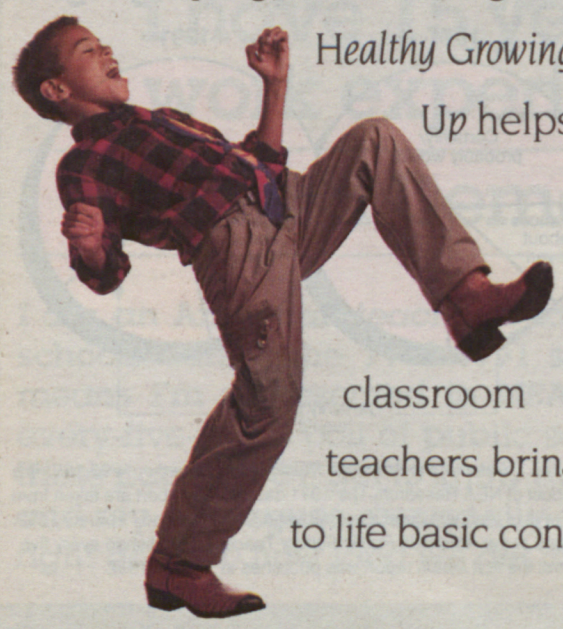
It includes Spanish translations.

McDonald's family restaurants and Ronald McDonald Children's Charities® are proud to sponsor the program as part of our continuing commitment to America's children.

Write us now for your *Healthy Growing Up* Kit.

Soon your students could be taking a brisk mountain ride without even leaving the classroom.





Cost of shipping and handling is $6.92.
To order, call toll-free, 1-800-627-7646. Have your Visa or MasterCard ready. Or make check or money order payable to MERC, and send to McDonald's Educational Resource Center, P.O. Box 8002, St. Charles, IL 60174-8002. Please allow 3 to 4 weeks for shipment. Available only while supplies last.

© 1992 McDonald's Corporation

Innovation

How NEA members are changing the way schools work

David Rolfe

Martha Wilson knows more about Dana Cain's progress, thanks to an assessment instrument Wilson helped design.

Made to Measure

If traditional tests don't produce results you can use, take heart. This group of teachers designed their own method of assessment—and it works so well they've copyrighted it.

Necessity's still the mother of invention. So when teachers at Konnoak Elementary School in Winston-Salem, North Carolina, found they needed a better assessment tool than the traditional tests they were using, they invented one. Now they have an instrument that does exactly what they need.

"Last year, our school switched from basal learning to a whole-language curriculum, and we decided a new testing instrument was called for," explains speech therapist Nancy Franklin, a member of Konnoak's assessment team. Konnoak uses portfolios for student assessment, and the teachers wanted an appropriate instrument to round out the portfolios.

"But when we gathered all the commercial assessment tools we knew of, none measured our students' progress or fit with our restructured approach to learning," continues Franklin. "So we sat down, looked at each other, and said, we can do better."

The result: The Konnoak Communication Skills Assessment, a comprehensive evaluative form that helps teachers measure student development. Designed and administered (and copyrighted) by Konnoak's own staff, it went into use last January.

The assessment instrument draws extensively on teacher observation. The form lists skill categories such as book awareness, reading comprehension, oral communication, reading strategies, and the writing process. Under each category is a more detailed list of skills, which vary according to grade level.

Teachers complete the assessment form four times each school year for grading purposes, but recording the observations is a weekly, even daily project.

Here's how the system works in Martha Wilson's third-grade class. "I'll ask a student to read a story to me," explains Wilson. "While she's reading, I tape-record her performance and note the skills she demonstrates and any miscues she makes."

The assessment form uses a rating scale of *1–Not yet, 2–Sometimes, 3–Consistently* to guide the teachers. Under reading comprehension, for example, Wilson will mark whether her student uses the book's pictures as a cue to the story line consistently (in which case she writes *3*) or not at all (which prompts Wilson to write *1* on the form).

"She can also do this in a group setting," notes Franklin. "While the students are talking and reading, she's observing, taking down everything she can."

That's a far cry from a traditional test, administered just once and measuring either too much or too little information, says Franklin. "Our intent is to look at individual development, not compare one student's scores with another's," Franklin adds. "This instrument is designed to show progress day-to-day and in great detail."

"This tool helps us measure various aspects of a child's language development skills not by a single test, but by detailed observations over key periods," adds Wilson. "Combining this with the student portfolio gives me a comprehensive look at each student's strengths and weaknesses and tells me what to work on."

That's important, says Franklin. "As you identify needs, you adjust your curriculum," she notes. "So the children's development dictates curriculum direction rather than the curriculum driving student progress—and that's how it should be."

Why copyright the assessment instrument? "Because we believe we have something to offer teachers in other districts, and we want them to know it came from us," says Franklin. "So we filed for the copyright and recently received it.

"But more than that, we wanted control over any changes in what we believe is a very good assessment tool. We also want people to let us know how they use it."

How has the tool helped parents understand their child's progress?

"First of all," explains Franklin, "it lets parents see that reading is not just word identification, or repetition. Many interrelated skills are at work, and for the first time parents can see how those skills add up.

"Second, it gives students and parents information that will help them work together," says Franklin.

"The school district requires letter grades," explains Wilson. "But now we can tell our students and their parents in detail how those grades were determined. Students see the areas they need to work on, and parents see how their child's progressing."

Still, the traditional grading system seems out of place to most Konnoak teachers, so the staff's looking at alternatives.

"We're always looking for a better way," says Franklin. "And if that means creating it, that's what we'll do."

—Anita Merina

David Rolfe

Putting their heads together to find better ways to measure student progress are, from left: Martha Wilson, Nancy Franklin, Barbara Deszyk, Gail Walker, and Janice Sherrill.

Uncle Sam offers you a tax break, a raise and a chance for a bigger nest egg.

	The Old Way Without 403(b)	The NEA Valuebuilder™ Way
Annual Gross Salary	$30,000	$30,000
Money Set Aside in NEA Valuebuilder	--	($3,000)
Adjusted Gross Income	$30,000	$27,000
30% in Taxes to Uncle Sam	($9,000)	($8,100)
Save for retirement the old way.	($3,000)	--
Net Salary	$18,000	$18,900

Pay yourself before paying Uncle Sam. Take advantage of 403(b).

Investing in NEA Valuebuilder first saves you $900 in current taxes!

You end up with $900 more spendable income!

NEA Valuebuilder. You owe it to yourself.

Like most NEA members, you probably follow a certain pattern: You earn your salary, pay taxes, then meet your expenses. If there's anything left over, you put it aside for the future.

But as a public school employee, you are allowed by Uncle Sam, under 403(b), to set aside a portion of your salary to build a retirement nest egg *before* it is subject to income taxes. That's a big benefit. Look what happens (at right) when you take advantage of a 403(b) contract and the NEA Valuebuilder™ Annuity. By paying yourself first (*before* Uncle Sam), you've lowered your current taxes while increasing spendable income!

In addition, once you've invested in the NEA Valuebuilder Annuity, you won't have to pay Uncle Sam current taxes on any interest or dividend earnings. Instead, all your earnings continue to work for you. Over time, that may mean you'll end up with a bigger nest egg!

You owe it to yourself to put Uncle Sam and the NEA Valuebuilder Annuity to work for you immediately. For a FREE NEA Valuebuilder information kit, call us today at **1-800-637-4636** or complete and return the coupon.

NOTE: The hypothetical example is based on an annual income of $30,000 and a combined federal and state 30% tax bracket. The NEA Valuebuilder Annuity qualifies for the tax treatment illustrated above. A 403(b) annuity is a long-term investment and the use of invested funds is subject to restrictions.

NEA Valuebuilder™ Annuity

nea Member Benefits

NATIONWIDE INSURANCE
Nationwide is on your side

NEA Valuebuilder is a trademark of the National Education Association. The general distributor for the NEA Valuebuilder Annuity is Nationwide Financial Services, Inc., Columbus, Ohio. Nationwide Financial Services and Nationwide Life are both subsidiaries of Nationwide Corporation, a financial services holding company. Nationwide® is a federal service mark of Nationwide Mutual Insurance Company. Currently available in all states except New Jersey.

I want to put NEA Valuebuilder™ to work for me.

Please send me complete information and a prospectus on the NEA Valuebuilder Annuity, including charges and expenses. I will read all information carefully before I invest or send money.

Name _____

Address _____

City _____ State _____ Zip _____

Is this a new address? Yes _____ No _____

Social Security No. _____

School District/Bldg. Name _____

Mail to: NEA Member Benefits
P.O. Box 576
Oakland, MD 21550-9972

TVB092

Peter Turnley/Black Star

Riot Aftermath:

Overwhelmed by Our Responsibility

For staff at Los Angeles' 24th Street Elementary School, meeting the needs of 1,700 students in a district beset by budget cuts was difficult enough. Then came the riots—and everybody at the school was faced with a whole new set of challenges.

The community surrounding our large year-round, multi-track elementary school in central Los Angeles suffers from chronic problems: far too few social services, inadequate housing and health care, and high unemployment. Each year our school struggles to stretch dwindling funds as class sizes increase and staff and supplies decrease.

Many of our 1,700 children live in foster or group homes, or are otherwise deprived of the essentials they need for basic survival by adults and systems that just can't cope. Others are victims of crime or of racial and ethnic tensions. As school psychologist, I try to meet the overwhelming emotional, social, and educational needs of these kids. Each day my determination increases—and so do my anger and frustration.

The Los Angeles riots brought new burdens to students and challenges to staff. Our school was in the riot corridor that stretched from south L.A. to Hollywood. The community around our school suffered violence and looting, but except for graffiti, our school—like all others—was untouched.

I can't say the same for our students and staff. Many of us watched our school neighborhoods burn. Some of the students participated in the looting, with or without their parents. Eleven youngsters lost their homes; two more lost family members. Most were traumatized by the fires and feared for their lives.

We were all overwhelmed by living in a city under siege, as well as by a breakdown in our city's infrastructure. When L.A. schools closed for two days, we watched in horror, fear, anger, and confusion the images on our TV screens.

As a member of our school's crisis intervention team, I began thinking ahead to the kinds of support our staff would need to help the kids. After talking with several colleagues about their concerns, the school counselor and I drafted a strategy outline.

When school reopened, I felt prepared to offer support. But my confidence was displaced by heavy sadness as I talked with colleagues whose lives had been directly threatened by the violence. The enormity of our responsibility overwhelmed everyone.

At a full staff meeting, the principal, the nurse, the counselor, and I suggested healing strategies. Aside from conveying by word and behavior that our school was a safe and secure place, we felt the most important thing was to encourage students to share their feelings in an accepting classroom environment. We recommended that, when discussing the events, students and teacher arrange their chairs in a circle to show that everyone's feelings and experiences were equally important.

Our staff tried to project an air of confidence about humanity in general and the recovery of the city in particular. To avoid imposing personal values or passing judgment on specific behaviors such as looting, we prefaced our sentences with phrases like "I think that..." and "In my opinion...." If students voluntarily expressed regret or guilt about any of their actions, we encouraged restitution.

We worked to help the kids develop their own analyses of the violence and form suggestions for proper behavior should such a tragedy occur again. Any child who showed strong signs of depression or discomfort was referred to either the school counselor or me.

We sent letters to parents and guardians, suggesting at-home recovery activities like donating food, clothing, and money to families who'd lost their homes.

At an optional staff meeting held soon after our return to school, teachers shared classroom experiences. What seemed to help the kids most were ongoing discussions that went beyond the riots to views on how to accept and enjoy cultural differences. Youngsters also benefited from writing about and drawing the events, and from giving of themselves in some way—working with younger students, helping teachers, and, particularly, removing graffiti from the school.

Today our school has once again settled into normalcy, but the aftereffects of the rioting remain. We continue to counsel students who still need help. Classroom circle discussions allowing kids to constructively vent their emotions are now part of our daily routine.

From despair and pain have come many opportunities for growth and advancement. Soon after the riots, our teachers requested that the counselor and I facilitate a staff discussion on civil unrest. Our differences in age, race, background, and levels of experience led to an intense exchange that went beyond the topic at hand. We began to examine the causes of the riots and their possible long-term implications for our educating our children. Such staff discussions are now a regular part of our school calendar.

Our students remain resilient—they keep on learning to deal with crime, poverty, the threat of earthquakes, and now riots. When they first returned to school, many surprised us with confessions of looting and lack of remorse. Now many of those same students are communicating clear personal values about acceptable and unacceptable behavior and are suggesting consequences for lawbreakers.

Our city's wounds are deep, the damage extensive. None of us—not even our children—expect real political, economic, or social change to come overnight. What frightens us is the realization that the causes of this recent civil unrest aren't unique to L.A. A recent editorial in *The Los Angeles Times* warns: "Los Angeles is symptomatic of a global trend...and every city should take note of what happened."

Although each new community crisis sharpens my intervention skills, this professional growth comes at great cost. We should all be spared such challenges. For the children's sake.

Bob Filha, Jr.

Jay Jackson has been an educator in the Los Angeles Unified School District for 18 years, the last three as a psychologist at the 24th Street Elementary School.

RESEARCH CLUES

What's This? Action Research?

That's right, action research—ongoing and classroom-based. Here's how it works in one brand-new Oregon school.

When West Linn, Oregon, educators put together a new school, they wanted a new way to check their progress. Their answer: action research.

Last fall a brand-new school, Willamette Primary, opened in West Linn (near Portland), with a first-year principal, Jane Stickney, at its head. Two dozen teachers, chosen by Stickney from other area schools, made up the staff.

When the school opened its doors, students found themselves face-to-face with a totally new approach to education.

"We wanted a more child-directed approach to learning," explains fourth/fifth grade teacher Merilee Bales, "and we decided on the inquiry method—for students and for teachers. We used action research to gauge our success."

For inquiry with students, teachers begin investigations into every curriculum-based unit—even in math and reading—by asking standard inquiry questions of What do you know? What do you want to know? How can we find out? and so on.

For inquiry with teachers, educators ask themselves what they want to learn in their new roles. Pat Kadlec, a fourth/fifth grade teacher, says she wanted to learn that "it's OK for me not to be the expert, to trust the children to make good choices."

Willamette Primary staff and students are beginning their second year using action research to gauge teacher effectiveness in inquiry-based education.

Acting as facilitators, teachers help students select appropriate projects and find resources. As action researchers, they use daily reflection on individual progress and shared demonstrations of newly acquired knowledge.

During the year, the teachers noticed a change in themselves. September insecurities—giving up teaching solely from textbooks and allowing 35 projects to go on at the same time—vanished. Teachers saw students become more independent, invest in their own learning, and make conceptual connections to ideas they had studied earlier.

Bales feels collaborative inquiry helps eliminate teacher burnout because "you're always growing and learning."

Adds Kadlec, "As I call on other teachers and share with them, I realize how interdependent we all are."

Now, in evaluating the project after one year, the staff of Willamette Primary have found these preliminary results:

- Students of all grades and abilities scored higher on standardized tests in math and reading comprehension.
- Behavior problems diminished.
- Attendance was up.
- Children were eager to share their learning with parents, other students, and visitors to the school.

Washington State University professor Richard Sagor heads "Project Learn," a team of action researchers in the Washington and Oregon public schools. Sagor says action research builds a collaborative learning culture where any topic can be researched. He says Willamette is "an example of the culture at its best."

The word on Willamette is out. This year, 12 neighborhood students have transferred in from private schools.

Willamette Primary's not the only school doing action research. Schools in Washington and California are working on such topics as parent conferencing in the elementary school, reducing the consequences of tracking in the middle school, and examining the views of high school kids toward vocational education.

—Karen Zauber

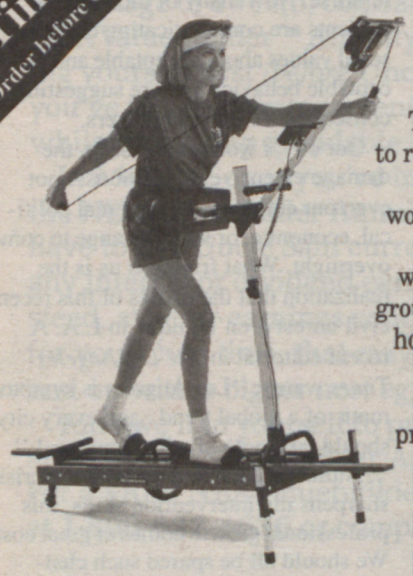
For more information about ongoing action research or how to start action research in your school, write to Richard D. Sagor, 1812 E. McLoughlin Blvd., Vancouver, WA 98663-3597.

One book on action research is *Teachers and Research in Action* (stock no. 3004-4-00-F), edited by Carol Livingston and Shari Castle, part of the NEA School Restructuring Series. To order send $10.95 to NEA Professional Library, P.O. Box 509, West Haven, CT 06516. 800/229-4200.

Limited Time Offer
Order before October 31, 1992

Back to school offer for teachers-10% off.

Get in shape with NordicTrack®.



The NordicTrack Skier is the best way to relieve stress, get in shape, lose weight and look and feel great. NordicTrack works your upper and lower body to give you the most efficient cardiovascular workout. It tones all your major muscle groups and burns up to 1,100 calories per hour, according to fitness experts.Order between September 1 and October 31, 1992 and receive 10% off on models priced from $299 to $1,299. It's our way of saying thanks to teachers.

Call today for a 30 day in-home trial!
"The World's Best Aerobic Exerciser."™
NordicTrack®

Write or Call for a FREE VIDEO & Brochure
1-800-328-5888 EXT 72AI2
NordicTrack, Dept. #72AI2,
141 Jonathan Blvd. N., Chaska, MN 55318
© 1992 NordicTrack, Inc., A CML Company All rights reserved.

5 - 4 - 3 - 2 - 1 ...
Are you ready for this?

If getting ready for the beginning of school always catches you off guard ... or if you are planning your first year in the classroom ...

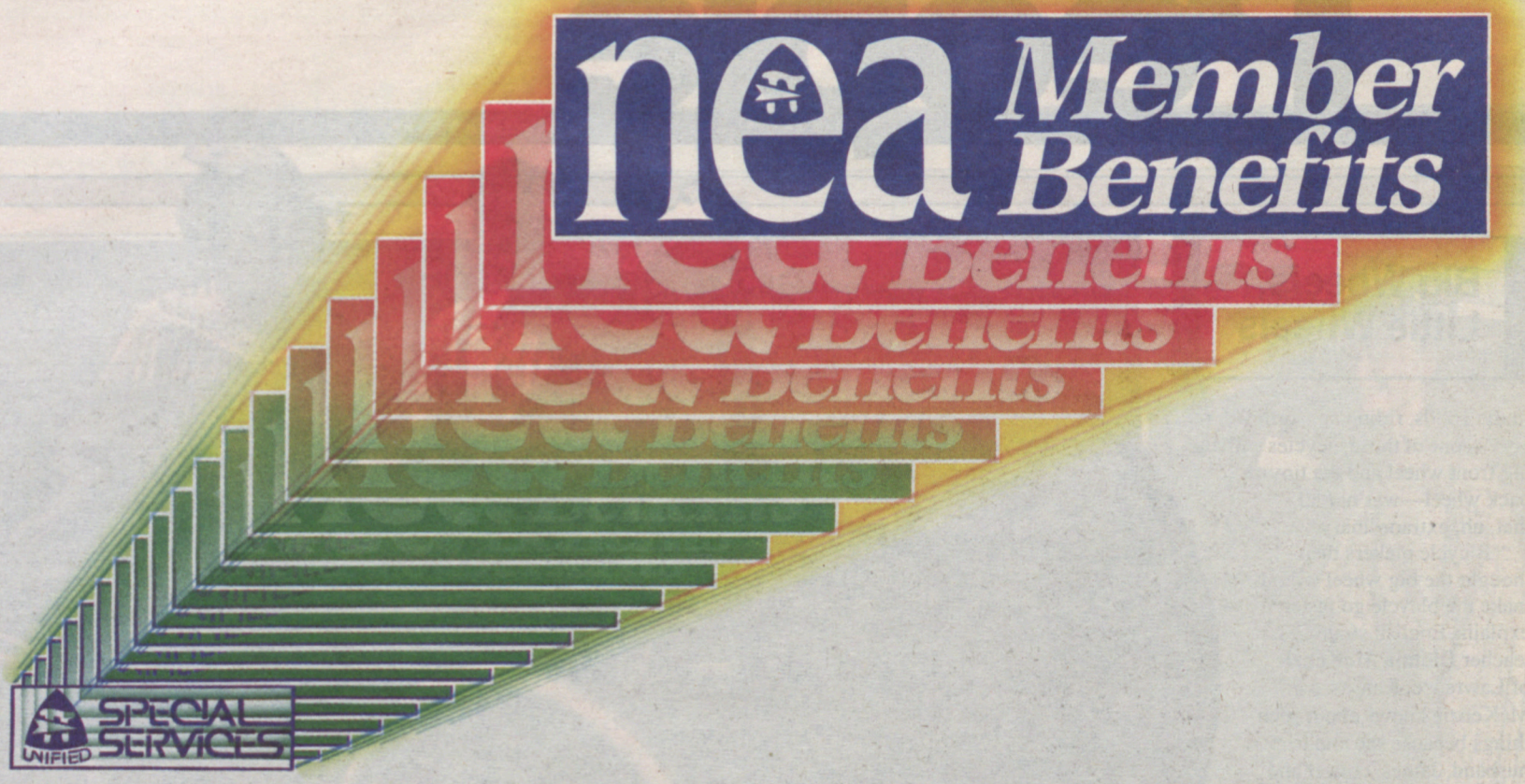
It's not too late to order ***Countdown to the First Day of School*** by Leo M. Schell and Paul Burden. Even if school has already started, you can still benefit from the myriad suggestions on getting acquainted, classroom environment, and instructional planning. ***Countdown to the First Day of School*** is set up as a 60-day checklist and has 1,001 tips from 300 of your colleagues.

Catch up with this year ... Plan ahead for next ...

_____ Countdown to the First Day of School. $4.95
2150-9-00-F 56pp. -- 4-1/4 X 8-1/2" -- © 1992

Name (please print)_____
Address _____
City, State, Zip _____

Send your order, with remittance, to:
NEA Professional Library
P.O. Box 509, West Haven, CT 06516
or call 1-800-229-4200 (Visa/MC only)



A new name—a new era of outstanding benefit programs

NEA Special Services has a new name: NEA Member Benefits.

It's a better way of saying who we are and what we do: provide a broad range of exclusive benefit programs that can significantly extend your job-related benefits. These programs can help you and your family get more out of life and your hard-earned money.

We couldn't do it without you.

Your participation (now at an all-time high!) gives us the collective clout we need in our ongoing efforts to enhance existing programs and develop new ones. For example:

NOW — You have a choice of two NEA EdStar™ home computer systems; you can attend free NEA Valuebuilder™ financial planning seminars in many local areas; and we have a special Member Services Center with toll-free information on *all* of our programs.

INTRODUCING — The first-ever NEA GoldCertificate® CD investment program; and a breakthrough mortgage life/ unemployment insurance program.

We hope you'll take advantage of these new enhancements, as well as any other NEA Member Benefits programs that respond to your needs — from discounts on everyday expenses to sound investments, money management and insurance.

For information on any NEA Member Benefits program, please call us toll free at

1-800-637-4636.

nea Member Benefits

TFA092

People

Big Wheels, Little Wheels

In the 1880s, riding an ''ordinary''—one of those bicycles with the big front wheel and the tiny back wheel—was not all that, uh, extraordinary.

''Bicycle makers then thought the big wheel would make the bicycle go faster,'' explains English strategies teacher **Dianna McKenzie** of Lawrence, Kansas. McKenzie knows about such things because she and her husband, James, collect and restore antique bikes.

But the ordinaries were too dangerous, McKenzie says, and within a decade safety bikes with brakes and same-size wheels replaced them.

Today the McKenzies and their three children put on period dress and ride pieces from their collection in parades and exhibitions. James is the restorer (15 bicycles); Dianna, the researcher-seamstress. In the photo, they're wearing knickers and bloomers, respectively. The ordinary is an 1885 American-made Columbia Expert.

Brett Garland

Art and Soul

Beverly MacNellis

Wyandotte, Michigan, art teacher **Tanya Au** believes that artists are always searching for themselves. In her early works, this Honolulu-born artist explored her cultural roots, using Chinese symbols and the colors in her environment.

Lately Au's creating larger-than-life flowers in those same vibrant colors. ''There's nothing like experiencing the fragrances that go with painting flowers,'' she says.

Her choice of medium, watercolor, tells a lot about her philosophy as an artist and as an art teacher. ''Watercolors have flexibility. I like to be spontaneous. I like the 'accidents' that can happen.''

Au fosters this creative spirit in her K-6 students. And, as a practicing artist, she understands their frustrations—''not knowing when to stop, having to make choices.''

Au, who sells her work locally, is especially proud that the Michigan Education Association's Art Acquisitions Committee chose two of her works to display in MEA headquarters in East Lansing.

Teacher-Led Treks

Most days, Germany's Kaefertal Woods is your typical European forest, peaceful and quiet. But on a June day each year, Kaefertal comes alive with the colors and sounds of children trekking. Nearly 2,000 children to be exact—students from Mannheim Elementary School taking a 10-kilometer hike through the woods.

The students are joined by parent volunteers and the entire faculty of Mannheim Elementary, a Department of Defense school, as part of the school's annual *volksmarsch.*

''In the traditional German *volksmarsch,* family and friends relax by walking along forest trails,'' explains **Inez Scordo**, a second grade teacher at Mannheim (shown with students during last year's hike).

''I think it's a wonderful way to celebrate the end of the school year and enjoy the beauty of nature at the same time,'' adds Scordo, who's gone on the walk for eight years. ''There's a nature reserve in the forest, and the trail includes little play areas and rest stops all along the way.''

Mannheim teachers take care of reserving the woods and making other preparations for the trek. But Scordo says the outing is well worth any extra effort. ''This is a nice time for teachers, parents, and children to enjoy each other's company and get a little fitter in the process.''

Her Honor, the School Nurse

Jose Villegas

California school nurse **Lauralee Sorensen** works two jobs. Not particularly unusual for a school employee—except that Sorensen's second job is that of mayor of Cupertino, a city of 40,000 in the Silicon Valley. Since taking office last November, she works for the district only half time—coordinating student alcohol and drug abuse programs out of the central office.

Sorensen credits her election to the fact that people know her through her work in Cupertino schools over the past 20 years. But municipal work isn't new to her, either. Before becoming mayor, she served terms on both the city planning commission and the city council.

Among Sorensen's constituents are teachers, who aren't shy about trying to win her support on a wide range of pending legislation and other causes.

"I have a lot of dealings with teachers," she chuckles. "They know they've got me."

Chris Pedota

Something To Celebrate

What's a teacher's life really like? One day each spring, New Jersey teacher **Martha Slezak** (center) helps bring together several dozen teens with a group of teachers so they can start to find out.

Morris County's annual Celebration of Teaching is a chance to explore the teaching profession and a teacher's life. Teens and teachers spend the day talking about favorite teachers, what they like in a teacher, and teachers' favorite teaching approaches. Students role play responses to difficult situations.

"This is our sixth Celebration," explains Slezak, "and it was a very special one. For the first time, two of the students from earlier years returned to tell stories of their own first year in teaching."

Celebrations of Teaching, backed (like Morris County's) by the Geraldine R. Dodge Foundation, have been held in up to 50 locations around the country since 1989.

Anyone interested in organizing a Celebration of Teaching can get more information from Ruth Campopiano, 107 Hillside Ave., Chester, NJ 07930.

Rolling on the River Rapids

As soon as school's out for the summer, Washington State math teacher **Mark Pickel** heads for the hills. More precisely, Pickel spends his summers in Hell's Canyon on Idaho's Snake River, leading tourists on three-day, 32-mile white-water rafting trips.

On a typical outing, Pickel and a half dozen other guides are responsible for as many as 24 people—eight to a raft—plus a supplies raft. Their route runs northward from Hell's Canyon to Pittsburgh Landing.

People pay several hundred dollars to navigate the river, with Pickel and his colleagues keeping close watch.

In the three years Pickel's been leading the raft trips, no raft he's guided has flipped over. But a guide's job is more than ensuring safety; it's also setting up the tents and cooking. A typical dinner menu: green salad, barbecued steak or salmon fillet, corn on the cob, and strawberry shortcake.

What kind of folks go on these rafting adventures? People of all ages and backgrounds. Pickel says many of his passengers can't even swim. Most memorable was an 80-year-old woman traveling with her grandson.

"She was very nervous at first," he says. "But by the third day, she was forging the rapids with as much confidence as the best of us."

Richard Nowitz

AT THE REPRESENTATIVE ASSEMBLY

NEA AIMS TO PUT CHILDREN FIRST

Meeting in the nation's capital, over 8,600 delegates to NEA's annual convention debated dozens of issues—including some thorny organizational questions. And they endorsed Bill Clinton for President.

NEA President Keith Geiger opens the Representative Assembly.

Joe Di Dio

Arizona's Betty Lightfoot is appropriately attired in red, white, and blue for July 4.

Carolyn Salisbury

Joe Di Dio

Presidential candidate Clinton fields questions from NEA delegates.

Virginia Acebedo of Texas poses a question for Arkansas Gov. Bill Clinton.

Carolyn Salisbury

Missouri delegates Doug Allen (left) and Ben Simmons uses a laptop computer to chronicle Assembly happenings for their convention colleagues.

Our responsibilities to children, the public schools, and the American political system were the focus of NEA's 130th Representative Assembly, from NEA President Keith Geiger's opening address to the last debates on the Assembly floor.

In his keynote speech to the delegates in the Washington, D.C., Convention Center, Geiger set the tone. "It's dawning on people," Geiger noted, "the Cold War is over, but too many of our children are still out in the cold."

Faulting national leaders for ignoring the needs of children, Geiger proposed reinvesting military funds in an infrastructure with education as a major pillar.

"The voting booth is still the answer," Geiger pointed out, urging delegates to make sure "the streets around polling places will be jammed on election day."

Geiger's message was reinforced by NEA's 1992 Friend of Education, Jonathan Kozol, who's spent a 30-year career as a writer and educator exposing the "savage inequalities" that ravage America's children.

Voting by secret ballot, the delegates gave Bill Clinton the strongest endorsement—by more than 88 percent—RA delegates have ever given a Presidential candidate. The day before, Clinton received a tumultuous ovation at the end of an "education town meeting" where he answered delegates' questions.

The Assembly took up some controversial organizational issues. Delegates voted to ask the NEA Committee on Special Relationships with Other Organizations for a recommendation on NEA's future relationship with the American Federation of Teachers and the AFL-CIO. The recommendation will go first to the NEA Board of Directors next May and then to the 1993 RA.

Delegates also considered recommendations from the Board of Directors based on the report of the Committee on Organizational Streamlining. They voted to reject any change in the current dues structure, as well as the recommendation to guarantee higher education and education support personnel seats on the NEA Executive Committee.

Other streamlining recommendations debated this year—those that require amendments to the NEA Constitution, Bylaws, or Rules—will be back before the Representative Assembly in 1993. (For details, see the next *NEA Today*.)

Altogether, delegates debated about 100 new action proposals, passed the Association's legislative agenda, and made changes to NEA policy positions—the resolutions (see the next 11 pages).

NEA Secretary-Treasurer Marilyn Monahan was re-elected by acclamation to her post. Delegates also re-elected Reg Weaver, former president of the Illinois Education Association, to the NEA Executive Committee. Joining him there will be Rosanne Bacon, past president of the Massachusetts Teachers Association. Julia Kerr, an elementary school principal from Texas, won an administrator at-large seat on the NEA Board of Directors. Denise Hacker of Pennsylvania, Iona Holloway of Louisiana, Clarice Knutson of Vermont, and Elaine Spondike of Ohio were elected by acclamation to ESP at-large openings on the Board.

—Karen Zauber

RESOLUTIONS

The 1992-93 Resolutions of the National Education Association

The following resolutions were adopted by delegates to the 1992 NEA Representative Assembly.

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the 10 goals stated in the Preamble. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, unbiased, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency in collaboration with NEA and its affiliates.

Beyond minimum standards, the accreditation process should provide sufficient flexibility to enable individual schools to respond to the needs of their students and community. The development of and periodic review of locally established programs should involve community members, parents, students, teachers, and educational support personnel.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 91)*

A-2. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student achievement, excellence in teaching, a positive school environment, and high parental expectations for schools. It also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 86)

A-3. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

A-4. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detrimental to the public interest. (80, 88)

A-5. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. Education employees should be included in such appointments. (70, 90)

A-6. Business Support for Public Education

The National Education Association believes that the business community should play a cooperative role with the Association in the support of public education.

The Association urges its affiliates to educate the business community about the current needs and concerns of public education, including the impact of commercial advertising on public perception of educators and the educational process. It further urges its affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community.

The Association urges its affiliates to engage in efforts to prevent the use of programs in the public schools that involve the marketing of and/or the promoting of products that exploit students. (84, 91)

A-7. School Boards

The National Education Association believes that the composition of school boards must be representative of the population within the school district, including minority groups. Board members must be elected by the voters of the school district and must be charged with the responsibility of promoting public understanding of the schools. The Association also believes that school board members should be elected from representative districts.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow school employee and community involvement in educational decisionmaking and guarantee their right to participation. Such legislation should also provide for open discussion that guarantees the local affiliate input prior to a vote on any agenda item. Further, such legislation should guarantee the local affiliate the right to place items on the agenda and the right to speak to any item on the agenda. (80, 90)

A-8. Public School Buildings

The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

A-9. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80,86)

A-10. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each student is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives or as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 89)

A-11. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education. Therefore, federal funding formulas should reflect the most current, accurate accounting of public school population, measurements of poverty, and the state's ability to raise adequate funds.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. In assisting local school districts, the federal government must assume a full partnership role by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.

b. In recognition of its high priority, federal education funding must be clear and identifiable within the federal budget.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities and maintain a gender balance to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting the establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 91)

A-12. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. The Association supports a policy of economic conversion to facilitate the orderly redirection of resources from military purposes to alternative civilian uses, including education. (85, 91)

A-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:

a. An increasing portion of public funds should be for direct instruction of the student.

b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.

e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

g. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.

h. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.

i. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

j. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.

k. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association and its affiliates oppose the use of public revenues for nonpublic pre-K through 12 schools. (77,.91)

A-14. Funding for Education Legislation

The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

A-15. Funding of Higher Education

The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically Black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

***Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.**

RESOLUTIONS

A-16. Higher Education Research and Study Grants

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

A-17. Federal Impact Aid

The National Education Association supports funding to maintain quality education for students in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 91)

A-18. Education of Refugee Children and Children of Undocumented Immigrants

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented immigrants.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association believes that an environment free from harassment for these children should be assured. (80, 92)

A-19. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 86)

A-20. Educational/Economic Stability of States

The National Education Association believes that the educational and economic well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 92)

A-21. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 86)

A-22. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

A-23. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Care for the environment

f. Appreciate the aesthetic and moral qualities of life

g. Formulate values for their lives that will lead to continual growth and self-fulfillment

h. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

i. Use leisure time effectively and develop sound physical health habits

j. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals. (69, 92)

A-24. Educational Bureaucracy

The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system and thereby reduce this bureaucracy. (77, 86)

A-25. Improving Neglected Schools

The National Education Association believes that many schools are in a state of crisis as evidenced by decay, neglect, and continuing deterioration. Such schools must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 86)

A-26. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association believes that proposals that would allow or foster the flow of public monies to private, parochial or sectarian schools; the resegregation of the schools; a selectivity in admissions; the employment of unlicensed or uncertified educators; and a weakening of collective bargaining protections would also be detrimental to the health and well-being of the public schools and should be defeated.

The Association also believes that tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 92)

A-27. Federally or State-Mandated Choice/Parental Option Plans

The National Education Association believes that federally or state-mandated parental option or choice plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

The Association believes that local districts, in partnership with state and federal governments, must provide a quality education for every student by securing sufficient funding to maintain and to enhance excellence in each local public school district.

The Association continues to support alternative programs in the public schools for specific purposes. (89)

A-28. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which pre-K through 12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. (84, 89)

A-29. Voucher Plans

The National Education Association believes that voucher plans or funding formulas that have the same effect as vouchers—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of students and weaken or destroy the public school system.

The Association believes that legislation designed to establish or implement prekindergarten through grade 12 voucher plans is detrimental to the public interest and calls upon its affiliates to work for the defeat of such legislation. (70, 90)

A-30. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. It encourages the creative and innovative use of radio, television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers or their designees have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes that the Public Broadcasting service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 90)

A-31. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A-32. Rural Education

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association advocates that fair and equitable consideration be given to rural needs when federal education programs are proposed and/or funded.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 91)

A-33. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

A-34. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

A-35. National Health Insurance

The National Education Association believes that preventive health care is important and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to affordable comprehensive health care is a right of every citizen.

The Association believes that the federal government should adopt a national health care policy that will mandate universal access to the highest quality health care at the lowest possible cost.

The Association supports federal implementation of a national health care policy by a national plan and/or federal assistance to states in the design, delivery, and funding of demonstration statewide universal health care plans.

Whether national or statewide in scope, the Association believes that any health care plan must be universal, be of the highest quality, control costs, and emphasize prevention of health care problems. Whether public, private, or both, the plan must allow significant consumer input and governance.

The Association further believes that until such a plan is enacted, Congress should make no cuts in Medicare/Medicaid benefit levels or in federal funding of the Medicare/Medicaid program. (78, 92)

A-36. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.

The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

A-37. Environmental Responsibility

The National Education Association believes that businesses and governmental agencies should be responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.

The Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school districts in developing districtwide purchasing policies using these criteria.

The Association further believes that business and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (90, 92)

A-38. Historic Preservation

The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important educational resources for future generations. (90)

A-39. Arbor Day

The National Education Association believes that Arbor Day should be appropriately observed each year in every state. The Association urges its state and local affiliates to encourage their governors and mayors to declare the appropriate day each year as Arbor Day. Appropriate activities such as essay contests and tree plantings should be a part of this observation in each school. (88)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Early Childhood Education

The National Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children. The Association further believes that early childhood education programs should include a full continuum of services for parents and children, including child care, child development, appropriate developmental curricula, special education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to and meet the health and nutritional needs of children.

The Association believes that early childhood education programs should maintain small group size with appropriate staff/child ratios for each age. These programs must be staffed by teachers, administrators, and support staff who are prepared in early childhood education and child development. Preparation programs for staff should lead to credentials consistent with the educational standards in each state.

The Association recognizes the importance of parental involvement in a child's development. It further supports the providing of training programs that prepare parents to take an active role in the child's education.

The Association believes that federal legislation should be enacted to assist in organizing the implementation of fully funded early childhood education programs offered through the public schools. These programs should be available to all children on an equal basis and should include mandatory kindergarten and compulsory attendance.

The Association supports regulations requiring children starting kindergarten to have reached age five at the beginning of a kindergarten program.

The Association advocates the establishment of fully funded early childhood special education programs. These programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and therapists. (75, 92)

B-2. Middle School and Junior High Programs

The National Education Association recognizes the academic, personal, and special needs of the early adolescent or middle school learner.

The Association encourages development of a curriculum that establishes realistic academic challenges that foster positive self-esteem.

The Association further encourages the development of guidance and counseling programs that stimulate parental and community involvement, health services, and preservice and professional development programs for educators. (76, 92)

B-3. High School Diploma/Equivalency

The National Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent.

The Association also believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education.

The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 91)

B-4. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life.

The Association supports access to collegiate programs for all qualified students without regard to age, gender, sexual orientation, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs, including fully funded health care insurance. Guaranteed loans should be made available for all students. Criteria for grants should include the total financial situation of the family, other family members currently enrolled in institutions of higher education, and parents' ability to contribute financially.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 92)

RESOLUTIONS

B-5. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades pre-K through 12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students in regular programs and a proportionately lower number in programs for students with exceptional needs.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional students.

The Association urges its affiliates to encourage state departments of education to collect and report class size data that reflect the class size experienced by most students.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 90)

B-6. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.

The Association supports the celebration of Women's History Month as a means of acknowledging the contribution of women to the history and development of world progress.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum and effective training of education employees is necessary for this purpose. The Association endorses positive action plans that establish procedures and timetables for eliminating sexism in the curriculum. (75, 92)

B-7. Racism in Education

The National Education Association believes that racism is incompatible with quality education. The Association further believes that racism and racial discrimination must be eliminated. The Association endorses the use of nonracist language, resources, practices, and activities in all schools.

The Association also recognizes the importance of raising the awareness and increasing the sensitivity of staff, students, parents, and the community to our culturally diverse society. Therefore, the Association supports effective ongoing training programs for the purpose of recognizing and eliminating racism in the educational setting. The Association endorses positive action plans that establish procedures and timetables for eliminating racism in the curriculum. (92)

B-8. American Indian/Alaska Native Education

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.

The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives— provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and Native values

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students

g. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

h. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

i. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs

j. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives

k. Control of Native lands by American Indians/Alaska Natives

l. The celebration of National American Indian/Alaska Native Heritage Month

m. Recognition of American Indian/Alaska Native educators as role models

n. Retention and enforcement of legislation that protects, serves, and maintains the integrity of American Indian/Alaska Native families and their tribal cultures so that, if a child has to be removed from his or her home, placement should be determined by the child's tribe. (76, 92)

B-9. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

a. The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students

b. Federal and state programs establishing appropriate educational opportunities for Hispanic students

c. Federal and state grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics

d. Celebration of National Hispanic Heritage Month as a means of acknowledging the contributions of Hispanics to the history and development of the United States, its territories, and the Commonwealth of Puerto Rico

e. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics

f. English proficiency programs that are designed to meet the language needs of Hispanic students

g. Recognition of Hispanic educators as role models

h. Hiring and promotion of Hispanic educators in positions at all levels of the education profession.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 92)

B-10. Asian and Pacific Islander Education

The National Education Association recognizes that the complex and di-verse needs of Asian and Pacific Island children require the development of programs that preserve the rich heritage of their cultures. The Association further recognizes the importance of Asian and Pacific Islander educators as role models.

The Association believes that adequate federal funding must be provided for the—

a. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Pacific Islander students

b. Dissemination of programs and information

c. Preservice and continuing education of teachers

d. Education of Asian and Pacific Island adult refugees.

The Association supports the celebration of Asian/Pacific Heritage Month and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Island heritage and culture. (79, 92)

B-11. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association supports efforts that provide for—

a. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States

b. Recognition of Black educators as role models

c. State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession

d. Passage of state and national legislation to promote the preservation of Black heritage and culture

e. Involvement of Black educators in developing educational materials used in classroom instruction

f. Programs that address the alarming high school dropout rate among Black male students and encourage continued education, thereby increasing their participation in the work force

g. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English

h. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American

i. Development of athletic programs that promote educational excellence, not just athletic power

j. Opposition to the resegregation of the public schools through special classes

k. Recruitment, hiring, and promotion of Black educators, especially Black males, in positions at all levels of the education profession. (81, 92)

B-12. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or sex must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88)

B-13. Equal Opportunities Through Mathematics and Science Education

The National Education Association believes that mathematics and science education are means of helping women and minorities enjoy equal opportunities and equitable treatment for full employment and full participation in our society.

The Association supports the development and maintenance of gender-free and culturally unbiased mathematics and science programs that meet the needs of women and ethnic groups. (92)

B-14. Left-Handed Students

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students. (79, 86)

B-15. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant students who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association advocates the implementation of bilingual/bicultural programs and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (75, 89)

B-16. Equity for Incarcerated Persons

The National Education Association believes that incarcerated persons, regardless of gender, are entitled to equal access to educational, recreational, and rehabilitative programs within all correctional systems. (90)

B-17. Alternative Programs for At-Risk and/or Special Needs Students

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or special needs students. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 89)

B-18. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 92)

B-19. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes bilingual education programs should be promoted and supported at the federal, state, and local levels. Further, the Association advocates full funding of all instructional materials, resources, and programs for students with limited English proficiency, as well as the training of education personnel to work with these students. The school district or other appropriate agency should provide released time for the training of teachers who instruct limited English proficient students.

Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the development and implementation of programs serving these students, including the assignment of teachers and the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel incurred in such training.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English. (81, 90)

B-20. Education for All Students with Disabilities

The National Education Association supports a free, appropriate public education for all students with disabilities in a least restrictive environment, which is determined by maximum teacher involvement. There must be a full array of services and a full continuum of delivery models available to students with disabilities. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both students with and students without disabilities.

b. Student placement must be based on individual needs, and necessary building/staff modifications must be provided to facilitate the placement. Such placement must be examined on a regular basis to ensure its appropriateness.

c. Full funding must be provided by local, state, and federal governments.

d. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and students without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.

e. Regular and special education teachers, pupil personnel staff, administrators, educational support personnel, and parents must share in planning and implementing programs for students with disabilities.

f. Students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certified/professional school nurses.

g. All staff must be adequately prepared for their roles through appropriate licensing and ongoing professional development programs.

h. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

i. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

j. Placement patterns must be examined periodically to ensure that students are not placed in programs disproportionately by ethnicity or gender.

k. Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each individualized education program.

l. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

m. Both regular and special education classroom teachers must have a major role in determining individual education programs (IEP) and must receive a copy of the IEP.

n. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

o. Staff must not be reduced.

p. Additional benefits negotiated for students with disabilities through local collective bargaining agreements must be honored.

q. Communications must be maintained among all involved parties.

r. All impacted staff members must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

s. Individualized education programs should not be used as criteria for the evaluation of teachers.

t. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.

u. Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative services on-site visits to states. Education employees should be invited to these meetings.

v. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.

w. Local associations must be involved in monitoring school system compliance with federal special education legislation.

x. Student placement must be based on individual needs rather than on space availability or funding, and such placement must be examined on a regular basis to ensure its appropriateness.

y. Classroom teachers who serve students with disabilities must have scheduled access to resource personnel.

z. Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation. (78, 92)

B-21. Homebound Instruction

The National Education Association believes that the diverse educational needs of all students must be met. Homebound students must have programs developed and maintained by state or local education entities. These programs must be implemented, documented, and monitored by licensed education professionals. The curriculum must be approved by the state education agency and be comparable to the classroom instruction. Such approved courses must be transferable as graduation requirements for the participants. (88)

B-22. Correspondence Programs

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed professionals. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88)

B-23. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.

The Association further believes that the use of funds for and duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, persons with disabilities, and ethnic minorities in nontraditional occupations. (80, 91)

B-24. Education Through Community Service

The National Education Association believes that the value of lifelong volunteer community service should be encouraged as

RESOLUTIONS

an integral part of a student's education. Every student should have an equal opportunity to participate voluntarily in community service programs. Participation in community service programs should not be required for high school graduation but could be used for elective credit.

Educational employees who supervise students involved in community service programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals.

The Association urges its affiliates to encourage school districts to work with communities to provide students with voluntary program opportunities for community service. (90, 91)

B-25. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

B-26. Linguistic Skills

The National Education Association believes in the expansion of the linguistic skills for students in the public schools. Further, students must be offered the opportunity to learn other languages early enough in their educational experience to enhance their understanding of English and be able to develop proficiency to participate fully in a global society and economy. (91)

B-27. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.

The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B-28. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.

The Association believes that educational programs for all students should be developed that will enhance self-esteem, will assure equal opportunity for career development, and will offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 92)

B-29. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses. (76, 91)

B-30. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association further believes that fine arts transcend cultural barriers and foster multicultural understanding. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught in a facility (or room) designed for that purpose by educators licensed in those fields.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of an academic fine arts program in the curriculum. (80, 91)

B-31. Physical Education

The National Education Association believes that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. The Association further believes that a comprehensive program of physical education should be provided daily in grades pre-K through 12 in or on facilities designed for that purpose. The Association further believes that physical education programs should be developmental, sequential, cooperative in nature, and culturally sensitive. (91, 92)

B-32. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on sexual abstinence, birth control and family planning, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 92)

B-33. AIDS Education

The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decisionmaking skills to assist students in correlating health information and personal behavior is essential.

The Association believes that proper implementation of these programs requires educational employee training and input. The Association further believes that these programs should be presented by properly licensed/trained personnel and should be planned with the input of parents and other community representatives. (87, 88)

B-34. Lifesaving Techniques

The National Education Association advocates the training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in both school curriculum and staff development. (82, 91)

B-35. Environmental Education

The National Education Association believes that the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—

a. Promote the concept of the interdependence of humanity and nature

b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment

c. Promote an understanding of the necessity to protect endangered, threatened, and rare species

d. Promote an understanding of the necessity to protect the earth's finite resources

e. Promote the concept of pollution reduction

f. Promote the use of reusable and recyclable products and discourage the use of disposable products

g. Promote the use of disposal methods that do not contaminate the environment

h. Promote the recognition of and participation in Earth Day activities.

The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 90)

B-36. Ozone Depletion

The National Education Association believes that the depletion of the ozone layer poses a serious environmental concern.

The Association urges the development of educational programs that promote an understanding of the effects of global climatic changes and explore the possible causes of and solutions to these changes. (89)

B-37. Energy Education

The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.

The Association urges its affiliates to support a National Energy Education Day and to encourage energy education programs at all levels. (85, 86)

B-38. Law-Related and Citizenship Education

The National Education Association supports law-related and citizenship education as an integral part of the curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 92)

B-39. Labor Movement Education

The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.

The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

B-40. Metric System

The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

B-41. Driver Education

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

B-42. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 88)

B-43. Homework

The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (85, 90)

B-44. Discipline

The National Education Association believes that effective discipline is essential in promoting optimum learning. Effective discipline enhances high expectations and quality instruction, thereby promoting self-control and responsible behavior in students.

The Association also believes that corporal punishment should not be used as a means of disciplining students.

Boards of education in conjunction with local affiliates should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment. However, the Association condemns the misuse of discipline to push out students.

The Association believes that its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, educational support personnel, parents, students, and the courts will be involved in identifying effective disciplinary techniques.

The Association supports the right of all students to due process and an orderly learning environment. (75, 87)

B-45. Conflict Resolution Education

The National Education Association believes that many television programs, movies, computer games, lyrics, musical performances, and other cultural influences condition children and youth to accept interpersonal and societal violence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the development of strategies, instructional materials, and activities that will encourage nonviolent resolution of interpersonal and societal conflicts. (86, 91)

B-46. Standardized Testing of Students

The National Education Association opposes standardized testing that is mandated by a state or a national authority. The Association also opposes the use of these tests to compare one school or district to another.

The Association urges its affiliates to guard against any misuse of standardized tests and advocates the use of a variety of developmentally appropriate assessment techniques.

The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free, reliable, and valid. The Association urges adoption of procedures that allow each test taker to request a posttest review of all standardized test questions, scores, and rationale for correct answers.

The Association further believes that standardized tests are most reliable and useful when tests are developed, administered, and interpreted by teachers and other trained personnel and when the test results are received in time to facilitate modification of the instructional program. (78, 92)

B-47. School Libraries/Media Programs

The National Education Association believes every student must have a comprehensive library/media program within his or her educational setting. This program should include printed and nonprinted resource materials, instruction in library research and information skills, necessary technology, certificated librarians/media specialists, and educational support personnel. (80, 92)

B-48. Information Literacy

The National Education Association believes that equity must be assured as public education works to meet the critical need to prepare all students to become information-literate adults and responsible citizens.

The Association encourages federal funding specific to library media programs, increased funding from state and local government sources, and public/private partnership funding to stimulate and support the efficient use of emerging technologies and to provide for equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints. (92)

B-49. Media

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, and accurate presentations. Visual media, including the Association's, should include closed captioning for the hearing impaired. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure. (69, 92)

B-50. Technology in the Educational Process

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

a. All education employees must be afforded the opportunity to explore the potential of emerging technology.

b. Education employees should have access to necessary technology for managing and advancing instruction. Further, they should be provided encouragement, time, and resources to experiment with and to research applications of technology in order to integrate technology into the curriculum.

c. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation. Further, classroom teachers and library media specialists must have collaborative planning time to develop programs that facilitate student access to current information technology.

d. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.

e. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology. Further, technological education programs must provide equity in training, funding, and participation for all students.

f. All students and staff should have an understanding of copyright law and the responsible use of technological materials.

g. Effective use of technology requires a licensed teacher in every classroom. Instructional technology should be used to support instruction but not to supplant education employees. (81, 92)

B-51. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing-impaired students and will help hearing students communicate with hearing-impaired students. (74, 85)

B-52. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, family literacy, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 92)

B-53. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

B-54. Transfer of Student Records

The National Education Association believes that the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education. (80, 86)

B-55. Classroom Use of Animals

The National Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.

The Association urges that teachers encourage compassion and respect for all living things. (89)

B-56. Home Schooling

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience.

The Association believes that if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

RESOLUTIONS

The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents. (88, 89)

B-57. The Holocaust

The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the subject of the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 89)

C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

C-1. Health Care for All Children

The National Education Association believes that every child should have direct and confidential access to comprehensive health care.

The Association believes that such health care should be provided by properly licensed physicians and by other properly licensed health professionals.

The Association urges its affiliates to support legislation to provide comprehensive health care to all children. (90, 91)

C-2. Nutrition

The National Education Association believes that proper nutrition is essential to child development and student success. The Association further believes that proper nutrition must be a part of prenatal care and must continue throughout life.

The Association supports programs within the education framework that promote understanding of proper nutrition. In addition, the Association believes school food service programs must be nutritionally sound, appealing, and affordable.

The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, and supported by public funds. Further, the Association advocates efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition. (90, 92)

C-3. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment.

If a child's own family and/or extended family is unable to care for him or her, the Association believes that the child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child.

The Association also believes that parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home.

The Association further believes that, if it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, efforts should be made for the legal release of the child for adoption. (84, 92)

C-4. Dependent Children of Military Personnel

The National Education Association believes that parents, when serving in the military, should have adequate services provided to ensure that their dependent children are cared for in the event of the parent's/parents' mobilization. (91)

C-5. Day Care

The National Education Association believes that all day care centers should have adequate facilities, proper supervision, appropriate education programs, and qualified, screened, and trained personnel. These day care centers should be examined and monitored on a continuous basis, and additional legislation should be sought as necessary to maintain the highest quality day care.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 92)

C-6. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 86)

C-7. Standards for Crisis Care

The National Education Association supports shelters for families experiencing violence within the family and temporary foster care for children who are being abused, neglected, or exploited. The Association supports—

a. Screening and training of potential foster families and shelter personnel

b. Continued training, supervision, and evaluation of foster families and shelter personnel

c. Adequate financial support

d. When appropriate, ongoing communications of pertinent information between social service agencies and school personnel

e. Services which include protection, counseling, and therapy for these children and families. (92)

C-8. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all children should be protected from any form of child abuse, neglect, and exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association urges its affiliates to—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse, neglect, and exploitation

b. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation

c. Encourage the development of preparation courses and professional development programs that stress the identification, reporting procedures, legal responsibilities, and techniques for dealing with abused, neglected, and exploited children

d. Encourage the development of educator awareness programs dealing with abused, neglected, and exploited children.

The Association and its affiliates urge the enactment of legislation and/or policy that would—

a. Provide school personnel reporting suspected child abuse, neglect, and exploitation immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse, neglect, and exploitation

c. Provide for protection of children from other children and/or family members. (74, 90)

C-9. Out-of-Home Placement of Juveniles

The National Education Association believes that when juveniles are removed from the home by the juvenile justice system either for their own protection or for the commission of a status offense and are placed in the custody of group foster homes or other custodial facilities, the rights of both the juvenile and the community must be protected. These facilities should be licensed, should be operated by trained and licensed personnel, should meet appropriate health and safety codes, and should provide counseling and ancillary services for the juvenile.

The impact of facilities on the public schools should be taken into account by licensing agencies and zoning authorities.

The Association further believes that the school and educators who receive students with known serious behavior problems or violence-related potential shall be immediately informed of the violence potential of those students. (92)

C-10. Protection of Infants with Disabilities

The National Education Association believes that infants born with mentally and/or physically disabling conditions are entitled to receive ordinary medical care. (85, 91)

C-11. Child Support Payments

The National Education Association supports efforts on the part of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83, 91)

C-12. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

C-13. Telephone/Telemarketing Programs

The National Education Association recognizes the potential for telephone and telemarketing programs to exploit children.

The Association believes that electronic blocking devices should be made available to parents at no cost to limit children's access to these programs. (89)

C-14. School Facilities: Design, Construction, and Function

The National Education Association recognizes that all school facilities must be well constructed, energy-efficient, aesthetically pleasing, functional, and designed specifically for their intended purposes. The physical environment must allow for a variety of needs, including the growth in the number of students, changes in teaching methods, presentation of instruction, and an increased use of school facilities.

The community, parents, teachers, and educational support personnel must be involved through site-based decisionmaking in designing these facilities. Construction designs should incorporate original art.

Stable and sufficient funding must be provided for the design, construction, maintenance, and operation of the school facility. Funding for custodial, maintenance, and secretarial staff, and resources should be provided in every facility in order to maintain a safe, healthful, attractive, aesthetic, and clean environment for both students and staff. (92)

C-15. Safe School Environment

The National Education Association believes that all educational facilities must be safe from all environmental and chemical hazards, including lead from water pipe systems within schools, inadequate ventilation, and sick-building syndrome. The Association urges the establishment and vigorous enforcement of stringent standards at least equal to private sector OSHA standards to ensure health and safety. It further urges its affiliates to support local ordinances and state and federal legislation and funding to ensure these health and safety standards.

The Association supports ongoing standardized training and certification of education employees working with potentially hazardous school equipment and in hazardous facilities. The Association believes that such training must include the proper handling, storage, and disposal of hazardous materials and instruction on Material Safety Data Sheets (MSDS). Material Safety Data Sheets should be on file in each school building and available to employees upon request.

The Association believes that school personnel, students, and their families should be notified of potential hazards and the action plan for corrections. The Association urges that when facilities are altered or repaired these activities do not create additional health hazards. The Association further believes that affected local districts have a responsibility to post immediate notice of these hazards through the public media. (89, 92)

C-16. Radon

The National Education Association believes that all educational facilities must be safe from the hazards of radon and urges its affiliates to seek and support legislation that requires—

a. Testing of public school facilities for radon

b. Evaluation of current radon testing procedures to determine which procedures are truly effective

c. Immediate corrective action in those schools where radon exceeds safe levels. (89)

C-17. Nonviolence in Schools

The National Education Association believes that school employees and students should be safe from violence. The Association urges the appropriate agencies—including public safety agencies, school administrators, and local, state, or national governments—to use their authority to prevent violence in schools and in society. (86, 89)

C-18. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association believes that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 92)

C-19. Abduction of Children

The National Education Association believes that all children should be protected from abduction and its consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 90)

C-20. Missing Children

The National Education Association believes that all available means must be utilized at once to locate missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a nonthreatening environment and that the completed fingerprint cards be given to the parent or guardian. (81, 87)

C-21. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 86)

C-22. Student Health and Personnel Services

The National Education Association believes that every student should have immediate, direct, and confidential access to health, social, and psychological services within both school and community settings.

The Association also believes that health, social, and psychological services to students must be provided by appropriately licensed and certificated professional personnel in both settings.

The Association further believes that these services dealing with students' physical, mental, and psychological well-being are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. A nurse-to-student ratio at each site that is appropriate to provide quality school health care

b. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

c. Programs for early identification and diagnosis of health and/or learning disabilities

d. Programs—such as direct services within the schools and referrals to and coordination with community and local governmental agencies—that work to resolve identified disabilities

e. Programs that promote health awareness for students, school employees, parents, and community

f. Programs taught by specialists that include health education and physical education commensurate with maturation levels of students

g. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement, but not supplant, school nurses.

The Association urges that, if deemed appropriate by local choice, these health care services include family-planning counseling and access to birth control methods and instruction in their use, and that school nurses be integrally involved in the design, development, and implementation of the clinic, serving as the nursing professional in the school-based clinic model.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 91)

C-23. School Counseling Services

The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the prekindergarten level.

Guidance and counseling services should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (87)

C-24. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon children and youth which result in drug and alcohol abuse, violence, vandalism, school dropouts, and suicide.

The Association supports stress management programs that address the needs of children within both school and community settings and that provide follow-up support. The Association further supports workshops to prepare school personnel and parents/guardians to help students deal with stress.

The Association urges local and state affiliates to seek legislative support and publicity for these programs. (80, 92)

C-25. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association believes that an effective school has a positive environment where school employees, students, and parents care for, respect, and trust each other and where the school as an institution cares for, respects, and trusts the people in it. (87)

C-26. Student Sexual Orientation

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling by trained personnel for students who are struggling with their sexual/gender orientation. (88, 89)

C-27. Placement of Students with AIDS/HIV

The National Education Association supports establishing local policy that ensures a free, appropriate public education in a least-restrictive environment for all students with acquired immunodeficiency syndrome (AIDS) or infected with the human immunodeficiency virus (HIV).

The Association believes that the placement of such students in school is a medical decision that should be made on a case-by-case basis by qualified health care professionals.

The Association further believes that students should not be refused admittance to school or subjected to any other adverse action solely because they have tested positive for HIV or have been diagnosed as having AIDS or AIDS-related complex (ARC). (87, 91)

C-28. Suicide Prevention Programs

The National Education Association believes that suicide prevention programs including prevention, intervention, and postvention must be developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of the school program. (89, 92)

C-29. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

C-30. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association believes in the confidentiality of student information and opposes its dissemination to any organization or institution without the consent of the student and/or parent.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 92)

C-31. Drug and Alcohol Testing of Students

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association further believes that parents of students suspected of abusing drugs and alcohol must be notified immediately and that support services must be made available. (87)

RESOLUTIONS

C-32. AIDS/HIV Testing of Students

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of students. (87, 89)

C-33. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

C-34. Media and Children

The National Education Association recognizes that children are an especially vulnerable audience who must be protected from violence, prejudice, stereotyping, and exploitation by advertisers and media professionals. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. Radio and television programmers should make these materials available to children, with consideration given to the child's age, the time of day, and the subject matter. The Association encourages advertisers and media professionals to use standard grammar and correct spelling and to refrain from the use of sexist terminology and profanity.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive, educational programming. The Association further urges its affiliates and members to help parents determine the types of programs their children should listen to or view. (69, 92)

C-35. Adolescent Pregnancy and Parenting

The National Education Association believes that with the increased number of adolescent pregnancies and adolescent parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

The Association recommends that special adolescent programs be implemented to include—

a. Development of self-esteem and positive self-concepts

b. Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education

c. Adequate guidance in continuing education and productive employment

d. Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills

e. Establishment of on-site child care services.

The Association further believes that adolescent mothers and adolescent fathers should not be discriminated against or denied equal educational opportunities. (87, 92)

C-36. Impact of Homelessness and Poverty on Children and Youth

The National Education Association believes that education must be provided for all children and youth and believes that poverty negatively impacts children's ability to learn and deprives them of the opportunity for academic success.

The Association advocates the right to an education, adequate housing, and health care for all children and youth, including those without a permanent legal address.

The Association recognizes the need for cooperation between school and community groups in meeting the needs of homeless and impoverished children and youth.

The Association urges its affiliates to seek legislation to ensure equal educational opportunities for all children and youth. (88, 91)

C-37. Extracurricular Participation

The National Education Association urges pre-K through 12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes and participants in other extracurricular activities. Exploitation of these students for economic and/or personal gain is deplorable.

The Association urges the adoption of fair and reasonable eligibility requirements for student participation in athletics and other extracurricular activities. To promote the continuance of academic success, student progress should be monitored frequently. The successful completion of an academic program is the first priority for all students. (84, 89)

C-38. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

C-39. Reduction of Gang-Related Crime

The National Education Association believes that illegal gang activity is symptomatic of limited economic and educational opportunities for youth. The Association supports collaboration among family, school, community, business, and law enforcement agencies in the effort to reduce gang-related crime.

The Association believes that the education community has a critical role in reducing gang-related crime. The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal gang activity. The Association supports private sector programs that provide meaningful job opportunities for youths.

The Association believes that law enforcement agencies have a role in the reduction of gang-related crime, but that this role is supplementary to education and employment programs.

The Association further believes that it is the role of federal, state, and local governments to support the development and implementation of education and youth employment programs in helping to reduce illegal gang activity. (88, 92)

C-40. Juvenile Offenders

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association further believes that these juveniles, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these centers should be provided education services in an alternative setting rather than the regular public school setting. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association supports the placement of juveniles who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88, 92)

C-41. Alcohol/Tobacco Endorsements

The National Education Association urges the elimination of incongruent and secondary advertising of alcohol and tobacco products. The Association encourages individual performers and organizers of concerts and sporting events to refrain from endorsing and advertising alcohol and tobacco products. (90, 91)

C-42. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both young people and adults. It calls for new and improved ways of helping young people and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana and steroids, except for prescribed medical purposes, and believes that severe penalties for illegal production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association supports strict enforcement of laws governing the sale of tobacco products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (72, 92)

C-43. Alcohol Advertising

The National Education Association believes that alcoholic beverages and their use should not be advertised on television or radio. (88)

C-44. Illegal Drug Trade

The National Education Association believes that illegal drug trade and the money it generates are harmful to our nation and to the youth of our nation.

The Association further believes that its affiliates should advocate for and participate in the development of appropriate educational experiences to educate students about the serious effects of participating in any aspect of illegal drug trade. (88, 89)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

D-1. Teacher Preparation Programs: Recruitment

The National Education Association supports a strong program of teacher recruitment with special emphasis on recruitment of underrepresented candidates. Preteaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing pre-K through 12 teachers.

The Association encourages individuals interested in teaching as a career to attend institutions accredited by the National Council for Accreditation of Teacher Education. The Association believes that high school counselors and advisers should be aware of the advantages to students who attend NCATE-accredited institutions.

The Association believes that federally financed loan and grant programs should be established to encourage undergraduate students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service.

The Association further believes in the encouragement and development of grants from both public and private sectors for students planning to pursue a career in education.

The Association encourages its state affiliates to work toward the development of similar programs. (90, 92)

D-2. Teacher Preparation Programs: Entry

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

D-3. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnics and other minorities, and provide techniques for teaching culturally diverse students

h. Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in presenting a bias-free environment

i. Include instructional content and experience in student assessment, classroom management, discipline, group processes, shared decisionmaking, strategic planning, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

j. Include a variety of field experiences throughout the preparation program culminating in a practicum

k. Include instructional content in the areas of job contracts, salary schedules, benefit programs, and working conditions

l. Include practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges of collective, shared decisionmaking and strategic planning.

m. Include course content in awareness and educational programs of all special education areas recognized by federal law.

n. Provide access to professional and preprofessional organizations related to the education profession and areas of certification. (70, 92)

D-4. Teacher Preparation Programs: Affiliate Participation

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education

c. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 92)

D-5. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association further believes that teacher preparation programs should offer alternative placements for student teachers assigned to a school in the event of a strike or other work stoppage in order to meet the requirements for a teaching license.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 91)

D-6. Administrator Preparation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of instructional content and experience should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position. (85,92)

D-7. A Licensed Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed, in an accredited institution of higher education, course work required by his/her position and a teacher preparation program and who holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 90)

D-8. Participation in Professional Associations

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without preference given to administrative personnel. (86)

D-9. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the education employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide equal opportunities for education employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession. Appropriate technology must be available to all education employees to assure access to information and ideas.

The Association further believes that local professional development and grant programs should assure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate education employees. (76, 92)

D-10. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

D-11. Mentor Programs

The National Education Association believes that professional peer support systems such as mentor programs, if or when adopted, should be utilized solely for the development of professional expertise. The Association believes that the planning, implementation, and evaluation of such programs must be cooperatively developed and negotiated with the local affiliate.

Qualifications of mentor teachers and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Criteria for implementation must be left to the discretion of the planners of each program, and participation must be voluntary. The state or local authority has the obligation to provide hold-harmless protection.

The Association also believes that mentor teachers must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority.

The Association further believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation that results from the mentor-mentee relationship must be confidential and must not be included in the participants' personnel files. (88)

D-12. Neurological Disorder Awareness

The National Education Association urges its affiliates to establish, by working with qualified health professionals, a continuing education program that will increase education employee awareness of neurological disorders—and their symptoms—that may hinder students' learning capabilities. (87, 92)

D-13. Teacher Exchange Programs

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop voluntary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad.

The Association supports legislation that would enable teacher union representatives from any nation to visit the NEA at our request. (74, 89)

D-14. Teacher Evaluation

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

RESOLUTIONS

An effective evaluation procedure, supported by well-developed, continued professional growth programs, will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If after an evaluation process that follows all the above provisions of this resolution, and if after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations that are specific to the job description

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 90)

D-15. Educational Support Personnel Evaluation

The National Education Association advocates performance-based and formative evaluations as the appropriate way to assure as well as to assess the competency of educational support personnel in their respective fields.

An effective evaluation procedure supported by well-developed, continuing professional growth programs will enable all educational support personnel to keep abreast of developments in their areas of specialization. Such procedures can also help identify deficiencies in performance and provide options such as counseling, training programs, and sufficient resources to help ensure job competency. If after an evaluation process that follows all the above provisions of this resolution, and if after being given sufficient time, training, and opportunity for improvement, a person is formally reevaluated and there is documentation of incompetency, dismissal proceedings with guaranteed due process may be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

The evaluation procedure should be tied to the professional growth program which has been developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations that are specific to the job description

b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report to be provided to the person being evaluated

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

By participating in an evaluation process an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (92)

D-16. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 87)

D-17. Administrator Evaluation

The National Education Association believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If after being given assistance, sufficient time, and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted by the chief administrator, provided that administrators/evaluators are properly prepared and held accountable for the implementation of appropriate and fair evaluation systems. (85, 92)

D-18. Evaluation and Promotion in Higher Education

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

E-1. Instructional Excellence

The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decisionmaking process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.

The Association recommends that writers, publishers, and producers provide materials that have been field-tested in classroom situations and proven effective. (69, 92)

E-2. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, freedom from interruptions during instructional time, unencumbered planning time, time to evaluate student progress, time for implementation of federal and state legislative requirements, and elimination of the noninstructional tasks required of a teacher.

The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association believes, however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 92)

E-3. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials.

Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69,92)

E-4. Development of Materials

The National Education Association believes that publishing companies should involve public school teachers directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts. Materials in all subject areas should be age-appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary and should be adequately compensated. (84, 86)

E-5. Instructional Materials and Teaching Techniques Challenges

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores prepublishing censorship, book burning crusades, and attempts to ban books from the school library/media center and school curriculum.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 90)

E-6. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

E-7. Mandated Standards for Educational Programs

The National Education Association believes that any mandated standards for educational programs should set only broad, general guidelines and should not be based on student achievement.

The Association also believes that such mandated standards should be established only in consultation with the NEA affiliate and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards. (77, 86)

E-8. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decisionmaking process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to appropriate agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice preparation and professional development

c. Work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements

f. All members of the education community. (79, 90)

E-9. Religious Heritage in Instructional Materials

The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

E-10. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student. A teacher shall not be fired, transferred, or removed from his or her position for refusing to suppress the free expression rights of students.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 92)

E-11. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

E-12. Evaluation of Student Learning

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage the development of lifelong learning skills

d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

E-13. Support Personnel in the Education Process

The National Education Association believes that all education employees are essential to the learning environment. The Association recognizes that educational support personnel promote positive role models that enhance the education process. (90, 91)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

F-1. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage active recruitment and employment of women, minorities, and men in underrepresented education categories.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 91)

F-2. Pay Equity/Comparable Worth

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the gender or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 91)

F-3. Uniform Compensation

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

F-4. Affordable Health Care

The National Education Association believes that health insurance is an essential part of the total compensation of education employees and of retired education employees. The Association notes with extreme regret that affordable health care is not available to all members, dependents, and retirees. The Association supports legislation that guarantees education employees and retirees the option of paying medical insurance premiums with pretax dollars.

Until such time as there is universal health care, the Association urges its affiliates to do all they can to enroll our members, their dependents, and retired education employees in comprehensive, affordable health insurance plans. (91, 92)

F-5. Tax Deductions for Professional Expenses

The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 86)

F-6. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

F-7. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that coordinated bargaining by its affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 87)

F-8. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, fact finding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking.

The Association condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored

RESOLUTIONS

a work stoppage. The Association urges enactment and enforcement of statutes guaranteeing the rights of school employees when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 91)

F-9. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between education employees and their employers should contain certain standard contractual concepts. Therefore, the Association urges its affiliates to negotiate agreements that include—

a. A grievance procedure that terminates with final and binding arbitration

b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration

c. A seniority list that is updated, published, and distributed annually

d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible, racial balance

e. Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families

f. Membership in the association or the payment of a fair-share fee as a condition of employment

g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions

h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit

i. Specified class size, teaching load, and job description

j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit

k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members

l. Contractually defined procedures for evaluation and promotion

m. Released time for association business with full pay and fringe benefits

n. Parental/child rearing leave for employees to provide care for natural or adopted children

o. Contractually defined procedures for ensuring education employee decisionmaking in curriculum design and related instructional management and reporting systems

p. Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay

q. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay

r. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay

s. Clearly defined bargaining unit membership

t. Placement on the salary schedule based on qualifications and number of years of experience in the profession

u. A guaranteed safe and healthy working environment

v. The school calendar. (89, 92)

F-10. Salaries and Benefits

The National Education Association believes that salary and benefit structures for education employees are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process where it exists or by agreement of the local NEA affiliates in those states where it does not exist

d. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

e. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, and extra duty is not less than the rate for regular pay

f. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage classroom teachers to remain in the classroom and support personnel in the educational setting

g. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by equitable extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association also urges its affiliates to seek legislation to prohibit the practice of limiting the number of years of experience an education employee can transfer.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Bereavement leave
e. Maternity/paternity leave, including adoption
f. Dependent care leave
g. Sabbatical leave
h. Paid professional leave
i. Paid association leave
j. Workers' compensation
k. Life insurance
l. Severance pay
m. Tuition reimbursement
n. Personal assault protection
o. Long-term physical and mental disability insurance
p. Benefit extension for laid-off employees
q. Religious leave
r. Retirement compensation
s. Employee assistance programs
t. Unemployment compensation
u. Vision insurance
v. Dental insurance
w. Legal insurance
x. Reimbursement for damage to or loss of personal property at work site
y. Child day care centers
z. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code.

The Association believes that education employees should have access to comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave.

The Association further believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution.

The Association believes that all benefits for spouses should be equally available for domestic partners. (69, 92)

F-11. Economic Welfare

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

F-12. Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect the rights of all Association members and others. The Association urges all levels of government to monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements. (91)

F-13. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that security of position must be provided for all education employees through appropriate employment policies, including fair dismissal procedures.

The Association further believes that state laws must provide for the continuing employment and/or tenure of state and/or local education employees and that federal law must provide similar protection for education employees in federal schools.

The Association also believes that laws and master contracts must afford school employees due process, regardless of length of employment. Such laws and master contracts must provide for adequate written notice of a hearing, including the charges, and representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 91)

F-14. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators, supervisors, and managers should be reduced at least in proportion to the number of school employees being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 91)

F-15. Mandated Retraining

The National Education Association believes that when a federal, state, or district mandate requires a school employee to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88, 90)

F-16. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 86)

F-17. Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 86)

F-18. Site-Based Decisionmaking

The National Education Association supports site-based decisionmaking processes that are based on contractual/formal agreements between districts and local associations. The Association believes that the scope of local site decisionmaking should be limited only by the contractual/formal agreement. The Association further believes that such agreements must include the following elements:

a. Voluntary participation by local sites

b. A district-association structure for processing conflict resolution

c. An agreement on the scope of decisionmaking authority available to sites

d. Constituent representation appropriate to the site and selected by each constituency

e. Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation

f. Compensation and/or released time for participating staff members. (90)

F-19. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

F-20. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience

b. An equitable share of all fringe benefits

c. An agency shop provision

d. The right to revert to full-time status

e. No loss of rights gained through tenure/seniority

f. Proportional credit toward seniority/retirement. (81, 92)

F-21. Misuse of Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 92)

F-22. Student Workers in Educational Institutions

The National Education Association recognizes the importance of providing employment opportunities for students in educational institutions. The Association deplores, however, the practice of employing students which results in the reduction of the number of permanent education employees. (92)

F-23. Noninstructional Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional personnel. It believes that school districts must provide appropriate continuing education programs for noninstructional personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional personnel as an excuse to increase class size. The Association insists that noninstructional personnel have written job descriptions that define their duties and that these employees be used only for assistance to classroom teachers. (69, 89)

F-24. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

F-25. Unemployment/Disability Compensation

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

F-26. Subcontracting/Contracting Out

The National Education Association recognizes that all education employees share the same community of interest. The Association believes that greater emphasis must be placed upon securing and retaining the most capable employees. The Association believes that employees should not be displaced by private service providers or by temporary or part-time workers.

The Association further believes that school districts should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits. (77, 89)

F-27. Right to Privacy

The National Education Association believes that education employees should be guaranteed rights of privacy. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right to be notified in writing within 10 working days of any placement of materials in an individual's file

c. The right to access records, to respond to any record, and to challenge records through formal or informal hearings

d. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

e. The right to notification and enforcement of these rights by educational institutions

f. The right to be guaranteed the existence of only one personnel file per employee

g. The right to confidentiality of medical records

h. The right to be free from fingerprinting as a condition of employment

i. The right to refuse any type of polygraph, or lie detector, test. (75, 88)

F-28. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. The Association further believes that communication between administrators and other school employees must be kept private without the consent of the affected school employee. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 86)

F-29. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

F-30. Protection of Educational Employee Advocates

The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

RESOLUTIONS

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 86)

F-31. Employee Rights Pending Court Action

The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

F-32. Allegations Against Education Employees

The National Education Association urges its affiliates to seek the enactment of state legislation, local ordinances, and school board policy that would protect education employees from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also urges its affiliates to encourage enactment of federal, state, and local legislation that would assure due process for education employees accused of child abuse. The Association further urges its affiliates to educate its members as to current practices in dealing with such allegations. (89)

F-33. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

Physical and mental examinations of school employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the school employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 90)

F-34. Drug and Alcohol Testing

The National Education Association believes in a drug- and alcohol-free workplace. However, the Association believes that mandatory drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87, 91)

F-35. AIDS/HIV Testing of Educational Employees

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of school employees or school employment applicants. (87, 88)

F-36. Employees with AIDS

The National Education Association believes that educational employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC). (87, 88)

F-37. Stress on School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports employee assistance programs (EAPs) as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 86)

F-38. Medication and Medical Services in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such medical services.

b. A physician's written verification of the student's need for medication or services be required.

c. Written permission of the parent or guardian be required.

d. The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription.

e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.

g. Proper storage for the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed. In addition, school personnel have the right to refuse without fear of disciplinary repercussions to administer medication and/or medical services for which school personnel feel unqualified. Medical personnel must be provided additional training by the district prior to performing the medical services in question. (77, 92)

F-39. Save Harmless/Education Employee Liability

The National Education Association believes that educational institutions should—

a. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties

b. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 91)

F-40. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

F-41. Misuse of Part-Time Education Employees

The National Education Association believes that part-time education employees should receive the same salary and benefits as full-time education employees prorated according to the work load. The Association deplores the practice of employing part-time education employees for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time education employee positions.

Further, the Association believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among the full-time education employees and when the need for such training and expertise does not justify more than half-time employment. (76, 92)

F-42. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes that substitute teachers must meet the same standards as any other licensed teacher within the state. It further recognizes that licensed substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 88)

F-43. Substitute Educational Support Personnel

The National Education Association recognizes the importance of substitute educational support personnel in the maintenance and continuity of daily operations. The Association believes that an educational support substitute must meet the same standards as the employee for whom he/she substitutes.

The Association supports the right of substitute employees to organize for collective bargaining purposes. The Association also supports the practice of providing schedule pay plus basic and fringe benefits for educational support personnel substituting for permanent educational support personnel on extended leave. (92)

F-44. Educators and Active Duty Service

The National Education Association believes that a school employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 86)

F-45. Employment in Federal Schools Overseas

The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

F-46. Education in Correctional and Rehabilitation Agencies

The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

F-47. Retirement

The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.

f. Provisions permitting the purchase of credit earned while a member of another retirement system.

g. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences.

h. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

i. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.

j. Automatic cost-of-living increases to maintain purchasing power for retirees and beneficiaries.

k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.

l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.

m. Nondiscrimination on the basis of gender or marital status.

n. Retirement credit for unused sick leave.

o. All compensation, including extra-duty pay, in computing retirement benefits.

p. Benefits not reduced by other sources of income, including Social Security benefits.

q. Preretirement counseling.

r. Retirement housing facilities that are funded from sources other than those designated for retirement benefits.

s. School employees' contributions and benefits that are not subject to federal income taxation.

t. Nondiscriminatory Internal Revenue service rules and regulations.

u. An annual financial statement distributed to all members.

v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, gender, or national origin.

w. Provisions to purchase pension credit for any previous Department of Defense teaching service.

x. Fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees, their spouses, domestic partners, and/or dependents.

y. Benefits that are free from double taxation or source taxation by states for retirees living outside of the state where the benefits were earned.

z. All retirement benefits for spouses be equally available for domestic partners. (69, 91)

F-48. Social Security

The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 86)

F-49. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

G. SECURE PROFESSIONAL AUTONOMY

G-1. Professional Standards Boards

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association believes that these boards should apply NCATE standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 88)

G-2. Certification

The National Education Association supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers.

The national standards board of professional educators should establish appropriate assessment procedures by which individuals may demonstrate competence in pedagogy and in subject matter areas, should issue permanent certificates to all individuals who meet the criteria as established by the national board, and should maintain a roster of those who have been certificated.

The Association supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification. (87, 90)

G-3. Licensure

The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K through 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.

The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.

The Association supports the periodic evaluation of licensure procedures to ascertain whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 90)

G-4. School Nurses

The National Education Association believes that all students should receive the immediate services of a licensed professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services. The Association further urges special programs for those school nurses who deal with students with disabilities.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 92)

G-5. Accreditation of Teacher Preparation Institutions

The National Education Association believes that teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education.

The Association believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 87)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

H-1. The Education Employee as a Citizen

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges

RESOLUTIONS

local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

H-2. The Right to Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

H-3. The Right to Vote

The National Education Association believes that the principle of one-person–one-vote must apply at all levels of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

H-4. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

H-5. Member Involvement in Community Organizations

The National Education Association encourages its members to become involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (92)

H-6. Statehood for the District of Columbia

The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.

The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 88)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. World Peace

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

The Association supports the peaceful uses of outer space and opposes federal spending that would extend the arms race into outer space.

The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association urges its affiliates and members to promote the ideals of peace, freedom, and human dignity based upon genuine respect for and understanding of individual and cultural diversity. (73, 88)

I-2. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. The Association applauds those nations that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should continue to facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict. (85, 91)

I-3. World Court

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

I-4. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnu-trition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 89)

I-5. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association further believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (89)

I-6. Nuclear Freeze/Reduction

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The Association believes the continuation of the arms race increases the possibility of nuclear war.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate enforcement machinery, including on-site inspections. The Association supports the development of treaties to reduce the world's nuclear weapons arsenals. (82, 92)

I-7. Nuclear Facilities and Radioactive/Chemical Pollutants

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all wastes. It further urges regulation of the U.S. Department of Energy by an independent agency to reduce the further radioactive pollution of our environment.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities should not be constructed within a 10-mile radius of any school facility.

The Association urges its affiliates to seek legislation and local policies to ensure a safe environment. It further believes that education employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (89, 92)

I-8. Environmental Restoration

The National Education Association believes that when pollution occurs the responsible entities must be accountable for an expeditious, complete cleanup and restoration of the environment and its ecological systems. (90)

I-9. International Consumer Protection

The National Education Association believes that products sold and/or advertised abroad by U.S.-based companies must at least meet the consumer, health, and safety standards that are required for trade within the United States.

Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet those nations' consumer, health, and safety standards or practices. (90)

I-10. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual, including equal access to education. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic human and civil rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals.

The Association calls upon all nations to release all educators and students who are being held without charge and to refrain from the use of arbitrary detention to punish the people of a specific area of their territories. (77, 91)

I-11. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, gender, sexual orientation, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 91)

I-12. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. It condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. It decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

I-13. Family Planning

The National Education Association supports family planning, including the right to reproductive freedom.

The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

I-14. The Right to Organize

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured.

The Association deplores antiunion activities by business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. (82, 92)

I-15. Displaced Workers

The National Education Association believes that entities that close, move, sell, downsize, or reorganize their facilities have an obligation to provide displaced employees with a variety of retraining and support programs. These entities shall assist their employees with placement in jobs having comparable pay and benefits and shall maintain existing union contracts. (92)

I-16. Use of Union-Made Products and Services

The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association supports the use of union-made products and services. (91)

I-17. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

I-18. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination.

The Association believes that English and citizenship classes must be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship. (84, 89)

I-19. Housing and Health Care for All

The National Education Association believes that all members of our society have the right to adequate housing and health care.

The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless and for all members of our society. (89, 91)

I-20. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-21. Invasion of Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored and the exchange of such information without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

I-22. Freedom of Creative Expression

The National Education Association supports freedom of expression in the creative arts and therefore deplores any efforts by government to suppress, directly or indirectly, such expression. The Association further supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (90)

I-23. Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs and supports the use of DNA testing as a means to identify perpetrators of sexual assault. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant and the protection of due process rights for both the victim and the assailant. (81, 91)

I-24. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse school employees.

b. Appropriate classroom and other student-related activities.

c. Further development of continuing education programs to educate school and community personnel.

d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.

f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.

g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 88)

I-25. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 86)

I-26. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

I-27. Control of Guns and Other Deadly Weapons

The National Education Association believes that stricter legislation is needed to control guns and other deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.

The Association further believes that the sale and possession by the private sector of automatic and semiautomatic paramilitary weapons, such as UZI submachine guns and AK-47 assault rifles, should be illegal.

The Association believes that severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 89)

I-28. Victims of a Crime

The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.

The Association believes that it is essential that victims be notified of and have the right to be present/represented at all legal proceedings of the accused, including parole hearings.

Victims and their families must have access to free counseling and support services. They must also be made aware of available services and programs. The Association further believes that such programs should be funded by the appropriate government agencies. (87, 90)

RESOLUTIONS

I-29. Military Veterans
The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these military veterans to meet their needs now and in the future. (81, 87)

I-30. Highway Safety
The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence

b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence

d. Support legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses

e. Advocate for the continued research and development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 88)

I-31. Federal Support for Public Welfare
The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 86)

I-32. Protection Against Age Harassment
The National Education Association believes that school employees should be protected from harassment because of age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire

b. Develop educational programs designed to help individuals recognize, understand, prevent, and combat harassment because of age

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (89)

I-33. Protection of Senior Citizens
The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

I-34. Accessibility for Persons with Disabilities
The National Education Association believes that school districts and Associ-ation affiliates should make their respective buildings accessible and adaptable to persons with disabilities. The Association further believes that all public buildings and voting places should be accessible and adaptable to persons with disabilities. (88, 92)

I-35. Protection of Persons with Mental Disabilities
The National Education Association believes that the human and civil rights of individuals with mental disabilities must be protected.

The Association further believes that individuals with mental disabilities who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. Further, the Association believes that individuals with mental disabilities should not be subjected to capital punishment. (89, 92)

I-36. Care of the Mentally Ill
The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.

Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.

Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I-37. Elimination of Racial, Ethnic, and Religious Discrimination
The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms.

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary.

The Association recognizes the need for support of South African individuals and organizations that are dedicating themselves to peaceful transition into postapartheid South Africa.

The Association supports organized preschool projects, community-organized self-help projects, and direct contact between South African local teachers associations and local NEA affiliates. (76, 92)

I-38. Institutional Discrimination
The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.

The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

I-39. Use of Prejudicial Terms and Symbols
The National Education Association deplores prejudice based on race, ethnicity, religion, sexual orientation, or gender and rejects the use of names, symbols, caricatures, emblems, logos, and mascots that promote such prejudice. (92)

I-40. Hate-Motivated Violence
The National Education Association deplores incidents of hate-motivated physical and verbal attacks against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, age, disability, marital status, or economic condition.

The Association urges its affiliates, in conjunction with community groups, to create an awareness of hate-motivated, violent activities and to develop programs to oppose them. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of hate-motivated, violent actions. (91)

I-41. Violence Against and Exploitation of Asians/Pacific Islanders
The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I-42. Internment/Containment Policies
The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 92)

I-43. Reparation of Native American Remains
The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

I-44. English as the Official Language
The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service, and all other forms of communication.

The Association believes that English is the language of political, social, and economic communication in the United States. However, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 89)

I-45. Inclusive Medical Studies
The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (91)

I-46. Sexual Harassment
The National Education Association believes that sexual harassment is a form of sex discrimination or abuse.

The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment

b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment

c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88, 92)

I-47. Equal Opportunity for Women
The National Education Association insists that all persons, regardless of gender, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state because of gender. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, and gender.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association urges national, state, and local agencies to include research specifically related to women and their health problems and concerns.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 91)

I-48. Personal Relationships in Higher Education
The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89)

I-49. Minority-Owned Businesses
The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

I-50. Integration in the Public Schools
The National Education Association believes that it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees— consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers and administrators because of desegregation and bilingual programs. (69, 90)

I-51. Ethnic-Minority Educators
The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 89)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

J-1. Strong Professional Associations
The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74, 86)

J-2. Supporting Locals in Jeopardy
The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that assistance should be given to those local associations that have been—

a. Targeted for take-over efforts

b. Taken over by competing organizations

c. The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

J-3. Membership Participation in the Association
The National Education Association believes that every member has the right and obligation to participate fully in the Association. It also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 86)

J-4. Minority Participation in the Association
The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions consistent with association affirmative action policies.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 92)

J-5. Student Member Participation
The National Education Association believes that student members should have the opportunity to join and be encouraged to participate in the Association at the local, state, and national levels. Preprofessional and leadership training should be priorities.

Further, the Association believes that local advisors should be members of the Association. (91, 92)

J-6. Retired Member Participation
The National Education Association believes that its retired members should have the opportunity to gain information about and provide input into association programs and activities at the national, state, and local levels.

The Association further believes that retired members play an important role and are a valuable asset in furthering education through political action and volunteer programs in local and state associations and in public schools. (76, 92)

J-7. Promotion of Teaching as a Career Choice
The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisers for these organizations. (80, 92)

J-8. Universal Teacher Rights
The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children and youth of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 89)

J-9. Organizations of Other Nations
The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69, 86)

IDEA EXCHANGE

Making Kids Feel Special

My freshman health education students enjoy an activity I call "Pat on the Back." And why not? It makes everyone feel great.

First I give each kid a piece of paper bearing the outline of a large hand. The kids write their name on the palm. Then each passes the paper to a classmate, who writes a positive comment—for example, "You have a really nice smile" or "You're so funny, I like being around you"—on one finger.

After a different classmate has written on each finger, everyone sits down, looks at what was written, and writes about how it feels to get those messages. Then, as a group, we discuss these feelings.

Sometimes when I need some "warm fuzzies" of my own, I hang a hand outline from my desk and let students write compliments to *me*.

—Deb Tackmann
North High School
Eau Claire, Wisconsin

Excelling in Spelling

To make spelling more meaningful to my third graders, I let them compile their own weekly lists to learn.

As we go around the room, each child chooses several words from a book or story we're reading, and I write them on the chalkboard. The final list is comprised of the words chosen by the most students, plus others selected by class vote. At holiday times, we sometimes choose words associated with those special days.

Interestingly, the words the children choose aren't simple ones. And the youngsters seem to study harder when they make their own selections.

—Janyce Warneke
Plainview Elementary School
Plainview, Nebraska

Books on a Bag

I assign my sixth graders a reading project to present to the community.

The students create book reports on large brown grocery bags donated by a local market. On one side of the bags, they draw a scene from the book or sketches of its characters. On the other side, they write brief summaries of the book, descriptions of its characters, or an explanation of the drawing. The student's name, school, and grade also are written on the bag.

When the bags are finished, I return them to the market to be used, with undecorated ones, to hold customers' groceries.

Our class has gotten several letters from bag recipients. One says the book reviewed on her bag sounded so good that she bought it for her own child. Another couldn't bear to trash the bag, so he gave it to a grocery store to be used again.

—Robert Burstein
Highcrest High School
Wethersfield, Connecticut

Attention, Readers!

Do you have an idea you've used in your own classroom that you'd like to share with other Association members?

We're seeking simple, yet clever, suggestions any educator could adopt with little effort—not schoolwide projects or year-long, involved curriculums.

Color photos are welcome and will be returned if you enclose a stamped, self-addressed envelope. We regret we can't acknowledge submissions.

Send your ideas—with the name of your local Association and school, subject or grade taught, and home and school phone numbers—to Idea Exchange, ***NEA Today,*** *1201 16th St., N.W., Washington, DC 20036.*

YOUR OPINION COUNTS!

In our continuing effort to respond to your needs, NEA Member Benefits is looking for members to participate in a special research panel.

We will ask your opinion of the various Member Benefits programs we sponsor, and how effectively we communicate them to you and your colleagues in ads, direct mail and other promotional efforts.

Your personal evaluations will be tremendously helpful to us in our effort to improve these programs—and, of course, to the hundreds of thousands of members and their families who participate in them.

We'll conduct the research by mail or telephone. You can participate right from home. And you'll be making a genuine contribution toward enhancing some of the most valuable benefits of NEA membership.

nea Member Benefits

To participate in the panel,
please fill out and return the postage-paid envelope
by November 15, 1992. Thank you!

Note: Panel members will be statistically selected, so all respondents may not be chosen.

TRP092

PERSONALLY SPEAKING

PENSION MAX STRATEGY ISN'T FOR EVERYONE

Taking your maximum pension payout and tacking on a life insurance policy may be a big—and irrevocable—mistake.

For several years now, life insurance agents have been aggressively selling retirees on a strategy they call "pension max" (short for "pension maximization"). You can see how it works in this example from Richard Heine, an Armonk, New York financial planner.

A teacher who retires at 55 can choose irrevocably between a $28,000-a-year single payout annuity for the rest of his own life or a $21,000-a-year joint and survivor annuity, good for as long as either he or his wife is alive.

Using pension max, the teacher takes the single payout, then insures his own life with a policy costing less than the $7,000 a year difference in benefits. If his wife dies first, he keeps the higher pension benefit. If he dies first, she buys an annuity with the insurance proceeds.

The pension max strategy is appealing, but has pitfalls like the following:

► The retiree is uninsurable. Never elect the single payout option unless you already have the insurance in place.

► The retiree can't afford the insurance. Affordability is crucial, because if the retiree can't keep up the policy, the spouse could be left with nothing.

One actuary recommends making the policy amount 10 times the unindexed survivor benefit ($210,000 in Heine's example.) Heine suggests buying a whole life policy on which the premiums will be paid up in seven to 10 years. Assuming a level premium of, say, $6,500 a year, the couple in his example would have $500 more for the first 10 years than they would have had from the survivor option. After that, they'd have $7,000 more.

► Taxes may wipe out the savings. Notice that if you pick the single benefit option, you must pay income tax on the extra money. In the case of our teacher, that's $1,050 in tax on $7,000 a year taxable income at the 15 percent federal tax rate—money that can't be used to pay life insurance premiums.

► The policy may not be paid up when the insurance agent said it would be. Insurance companies use interest rate projections to estimate when a policy will be paid up. A decline in interest rates, such as we're having now, translates into more time needed to pay up the policy.

► Unindexed pensions often get unscheduled increases; insurance benefits never do. Insurance agents trying to persuade you to give up the spousal benefit will usually make the assumption that your monthly pension payout will be level for life. In fact, even unindexed pensions get unscheduled increases for inflation, while the proceeds of the policy he offers you will never change.

The ideal retirement situation is one in which you and your spouse will have enough assets so you don't need the survivor benefit. If both of you work and both receive pensions, that may be the case. Or, if your spouse is much older than you, the survivor benefit might not be worthwhile to you.

If you're on the receiving end of some intense marketing of a pension max policy, think long and hard about all the angles before you decide to buy. If you do buy, make sure the insurance comes from a company with an *A+* rating from A. M. Best and at least *AA* from Standard & Poor, Moody's, or Duff & Phelps. *For information on financial products and services available to NEA members, call NEA Member Benefits at 800/637-4636.*

—Mary Rowland

CLUB PRO SET
Get education in hand.
Premiering September 1992
NEW!
AIR & SPACE
SPACE
CATS OF THE WILD
Bengal Tigers
SILVER
• Fun learning cards for students to collect every month
• New hands-on learning tool
• Available at three reading levels
• Stimulates interest in a wide variety of subjects
• Presents information in a format kids already love
Call 800-258-2099 to earn 10 Bonus Points!
© 1992 Pro Set Inc.
FREE
Look for your free sample pack of Club Pro Set cards in your school mailbox!

WE'D LIKE YOUR OPINION

nea *Member Benefits*

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO 1034 ROCKVILLE MD

POSTAGE WILL BE PAID BY ADDRESSEE

NEA MEMBER BENEFITS
51 MONROE STREET SUITE 200
ROCKVILLE MD 20850-9781

ATTN: C.I.

NEA Financial Services Introduces

A new certificate of deposit exclusively for NEA members with FDIC safety, higher interest rates and guaranteed returns.

NEA GoldCertificate® CD Terms	Rate*	Yield
6 MONTHS	4.10%	4.18%
12 MONTHS	4.45%	4.55%
18 MONTHS	4.75%	4.86%
24 MONTHS	5.15%	5.28%
30 MONTHS	5.45%	5.60%
36 MONTHS	5.55%	5.71%
48 MONTHS	5.85%	6.02%
60 MONTHS	6.70%	6.93%

*Offering rates available July 6, 1992, through July 12, 1992.

MBNA America®, Newark, DE 12-Month CD	Rate** 4.45%	Yield 4.55%
American Savings, Miami	4.02%	4.10%
California Federal, Los Angeles	4.15%	4.24%
Citibank, New York	2.76%	2.80%
First Chicago, Chicago	3.65%	3.72%
Mercantile Bank, St. Louis	4.00%	4.06%
NationsBank, Dallas	3.65%	3.70%
Wachovia Bank, Atlanta	3.80%	3.87%

**Rates effective July 7, 1992.

Call NEA Financial Services at 1-800-348-4632 for current rates. (Use code EDAD when calling.)

THE NEW NEA GOLDCERTIFICATE® CD

If you invest in CDs, or if you're thinking about it, go for the GOLD.

The NEA GoldCertificate® CD was created to give you the high rates you want, the flexible terms you need and the safety that made you look to CDs in the first place. It's all here in one investment designed exclusively for NEA members.

Choose your term, from 6 to 60 months.

We understand that different members have different investment goals. Some of us lean toward short-term investments. Others select longer terms in order to lock in a higher rate.

Whatever your investment strategy, you'll find an NEA GoldCertificate CD to match. Just check the terms box on the opposite page for the term and rate that best suits your needs.

Higher interest rates, daily compounding and guaranteed returns.

As you can see from the comparison chart, the NEA GoldCertificate CD pays interest rates that are higher than many major banking institutions. They also beat the average rates available nationwide. Of course, the rate you get is guaranteed for the term of your CD. And interest is compounded daily to maximize your earnings.

FDIC-insured to $100,000.

The NEA GoldCertificate CD is FDIC-insured up to $100,000. So you can invest with confidence, knowing your money is protected by an agency of the federal government.

60-MONTH*

6.70% RATE

6.93% YIELD

*See note on opposite page.

Your money will work hard—from day one.

When you invest in an NEA GoldCertificate CD, your money begins earning interest as soon as we receive your deposit check, not when it clears. And when your NEA GoldCertificate CD matures, you have the option of transfering the funds to an NEA FDIC-Insured Money Market Account or renewing your CD at the same term with rates available as of that date. All with one phone call.

And you'll have valuable options when it comes to collecting interest. Interest normally accrues to the GoldCertificate CD, but you can elect to have it paid directly to you by check or credited to your NEA FDIC-Insured Money Market Account.

Meanwhile, convenient quarterly statements will help you keep track of your earnings.

You not only get high rates, you get a bank with high ratings.

MBNA America® is the bank behind all NEA MasterCard® cards, as well as the NEA FDIC-Insured Money Market Account. MBNA America is a national bank with a three-star rating (the highest rating possible) from VERIBANC, Inc., a national rating service. MBNA also has a reputation for unsurpassed customer service.

Start your NEA GoldCertificate CD with as little as $1,000.

If you have a CD that's about to mature, or if you've been thinking about investing in one, put your money with the CD created just for you: The NEA GoldCertificate CD. For current rates, or to open an account, call

1-800-348-4632

Use code EDAD

Mon.-Fri. 8 a.m.-8 p.m. EST,

Sat. 8 a.m.-5 p.m. EST.

Or return the form below to:

NEA GOLDCERTIFICATE CD

c/o MBNA AMERICA®

P.O. BOX 15322

WILMINGTON, DE 19850-5322

nea Member Benefits

NEA Financial Services SM

MBNA AMERICA®

Member FDIC

NEA GoldCertificate® CD New Account Form

AMOUNT INVESTED: $_____ ($1,000 minimum)

TERMS: ☐ 6 Months ☐ 24 Months ☐ 48 Months
☐ 12 Months ☐ 30 Months ☐ 60 Months
☐ 18 Months ☐ 36 Months ☐ _____ days/mos
(Must be at least 6 months.)

ACCOUNT REGISTRATION: (Please print clearly the exact account registration for your account.)

1) _____
(Depositor)

2) _____
(Depositor)

3) _____
(Depositor)

_____
(Street Address)

_____
(City, State, Zip)

( ) _____ ( ) _____
Home Phone Business Phone

ACCOUNT TYPE: (Please check one)

Personal: ☐ Individual/Joint **Business:** ☐ Sole Proprietorship
☐ UGMA ☐ Partnership
☐ Trust/Custodian ☐ Corporation ☐ Other _____

MOTHER'S MAIDEN NAME OR CODE WORD:

_____
(This code is for use in identifying you when you call NEA Financial Services.)

FOR BANK USE ONLY:

Account # _____ W/H Cert. _____
Short Name _____ Acct. Type _____
Source _____ Officer _____
Rate _____ Effective Date _____
TIN Owner _____ Rep Code _____

INTEREST OPTIONS: Interest is compounded daily and reported in the year when it is paid or credited to you. Please select method and frequency below.

☐ **Credit to CD**
(A) ☐ Monthly
(1) ☐ Defer to Maturity
(Terms one year or less)

☐ **Check**
(7) ☐ Monthly
(2) ☐ Quarterly
(9) ☐ Annually

☐ **Credit to NEA F.D.I.C.-Insured Money Market Account #**_____
(B) ☐ Monthly
(6) ☐ Quarterly
(D) ☐ Annually

TAXPAYER IDENTIFICATION: You must provide your Social Security or

Tax I.D. number here: _____

This number belongs to: _____
Name of person, organization or trust

IMPORTANT WIRE INFORMATION: You may make wire transfers from this account if you have signed wire instructions on file with MBNA America. If you wish to have wire capability, please call 1-800-348-4632 to request a wire agreement.

CERTIFICATION: Read this statement before signing. Under penalties of perjury, I certify that (1) the number shown on this form is my correct tax identification number, and (2) that I am not subject to back-up withholding, or the IRS has notified me that I am no longer subject to back-up withholding. NOTICE: Strike out section (2) above if the IRS has notified you that you are subject to back-up withholding because of underreporting (and the IRS has not terminated that notice). By signing this form, I agree to the MBNA America Terms and Conditions that will be sent to me with confirmation of deposit. I also understand that there is a substantial penalty for early withdrawal of certificate funds.

By signing this enrollment form, I certify that I am a member in good standing of the National Education Association.

X _____
Depositor's Signature Date

X _____
Depositor's Signature Date

X _____
Depositor's Signature Date

Substantial penalty for early withdrawal of principal. MasterCard® is a federally registered Service Mark of MasterCard International, Inc., used pursuant to license.
GoldCertificate® is a registered Service Mark of MBNA America Bank, N.A. Not available in all states. Member FDIC

TCD092 9/92

BOOK BEAT

Proposals for a Smarter America

A new book by an educator and a labor leader explores— what else— the connections between education, labor, and the future wealth of this country.

Thinking for a Living: Work, Skills, and the Future of the American Economy.
By Ray Marshall and Marc Tucker. Basic Books. 304 pages. $24.

Ray Marshall

Marc Tucker

This collaborative effort between former Labor Secretary (under Jimmy Carter) Ray Marshall and education reformer (in Rochester, N.Y.) Marc Tucker argues that American education as it exists today is archaic, ineffective, and even harmful to the training of a labor force that can compete effectively in a world market.

Marshall and Tucker make a parallel argument about American business—which they characterize as stuck in a low-wage mode with top-down decision making—except for a few restructured firms like Xerox and Motorola.

In 15 chapters, Marshall and Tucker argue forcefully that over-bureaucratized, inflexible, top-down decision-making structures put both business and education in need of reform.

Education suffers, they say, from the continued influence of the 19th century organizational theory of Frederick Winslow Taylor in its decision-making structure. The result: the schools give students in the 1990s the skills to be employable in the 1890s!

Teachers, education's front-line workers, are reduced to the level of unskilled, controlled labor, because education management—superintendents and their administrative bureaucrats—dominate decision making.

For business, the problem is a totally out-of-date emphasis on low-cost as opposed to high-quality production. The U.S. should follow the model of Japan and Germany, say Marshall and Tucker, and pursue a high-wage policy that puts highly skilled production workers on the front lines, with the authority to adjust their product quickly to fill newly identified market niches.

Here's where the two arguments converge: to fill high-wage front-line positions, firms need well educated production workers. But, Marshall and Tucker contend, the U.S. educational system has virtually ignored the higher-level education of the bottom third (by academic standards) of American youth. The result: if U.S. business tries to create high-wage skilled positions, there won't be any highly skilled workers available to take them.

Which means education and business have to restructure simultaneously. Marshall and Tucker correctly view education as a means to create productive and employable citizens.

What education must do first, the authors say, is get rid of the Taylorist model and give decision-making authority to the education "front-line"—that is, to the school—so that schools will be responsive to community needs (and vice versa).

Second, government policy should get that bottom third of American youth at about age 16 into apprenticeship programs on, say, the German or Danish model. Such young people should no longer be left to their own job-hunting devices, going from one low-wage job to another—rarely getting on track for a high-wage position.

The taxpayer price tag on such ambitious reform is substantial—up to $100 billion a year, Marshall and Tucker estimate. Ultimately, then their program becomes a political question.

At least one politician has recognized it as such. The fact that Hillary Clinton gets the authors' thanks for reading their manuscript makes it no surprise to find so many of Marshall and Tucker's ideas echoed in Arkansas Gov. Bill Clinton's education proposals. If you want to be persuaded of the seriousness of the authors' argument in this election year, read their chapter entitled "Britain: Why Its Present May Be Our Future." Its story of economic decline through educational neglect is a frightening one.

Edward McCain

Paul Karlowicz, history teacher, University High School, Tucson. 1992 recipient of the Arizona Education Association's Christa McAuliffe Award.

EDUCATION MARKETPLACE

INSTRUCTIONAL AIDS

I Make A Difference! A Curriculum Guide Building Self-Esteem and Sensitivity in the Inclusive Classroom. Order #945-1 $13.50 (add $2.50 s/h) A.T.P. 415/883-3314. 800/422-7249.

Effective classroom discipline, easily implemented system for classroom management. Send $3.98 to P.O. Box 53, Winston-Salem, NC 27102-0053.

22 World History - 15 United States Unit Review Crossword Puzzles. FREE sample/Info: History Puzzles, PO Box 82883, Seattle, WA 98028-0883.

Reproducible Columbus Activity Book has Quincentenary logwriting, songs, math and more for grades 1-7. $5.95 + $1.50 sh. Brookwood Pub. Co., 5825 6th Pl., Kenosha, WI 53144. 414/552-9668.

VIDEOS

EDUC VIDEOS K-8. Free Brochure MAIRaTUCK PROD. P.O. Box 497, Eureka, CA 95502; 707/822-2145.

EMPLOYMENT

Jobs for teachers/principals. SASE to NTC, Box 1257, Boston, MA 02118-1257; 617-267-3204.

Education Jobs—Nationwide- New Lists Weekly-Hundreds of Jobs-K-12 & col; all subjects admin. thru voca. SASE to NESC Dept. NEA, POB 1279, Riverton, WY 82501, 307/856-0170.

SUBSCRIPTIONS

Free Sample Issue *Technology & Learning* the magazine for technology-using educators. Call 800/543-4383 and mention this ad or write to: Technology & Learning, Dept. SNT2, 2451 E. River Rd., Dayton, OH 45439.

CAREER DEVELOPMENT

Looking for scholarships or fellowships?

Career development opportunities? Professional grants? Study abroad? Workshops? Summer programs? You'll find that information and more in *The National Guide to Educator Empowerment,* a 500-page directory that offers information about all sorts of grants available to educators. The directory, a cooperative project of NEA and Education Interface, lists grant opportunities funded by government agencies, corporations, associations, foundations, and non-profit orgranizations. This comprehensive guide is now available to NEA members for just $14.95—a 75 percent discount off the $50 list price.

Write NEA Professional Library, P.O. Box 509, West Haven, CT 06516, or call 800/229-4200. Stock #1852-5-00-FC.

INSURANCE

NEA DUES-TAB
Up to $50,000
insurance coverage!
no cost, no strings, no kidding!

All eligible Active, Reserve, Staff, and Life members are automatically covered by **NEA DUES-TAB No-Cost insurance.** (Life members must be actively employed in the field of education.) So, register your beneficiary today! Just call NEA's Special Services, toll free, at 800/637-4636.

Protect Your Valuables at home or at school with NEA Homeowners Insurance. Call 800/999-1030 for more information.

CAR RENTAL

NEA Members get free unlimited mileage when renting a car with an advance reservation through the NEA Car Rental Program. Call the NEA/Hertz representative, toll free, at 800/654-2200 to place your reservation.

To place an Education Marketplace advertisement . . . Just send in your notice with appropriate payment, to Education Marketplace at the address below. Rates: Educational Products/Services and Academic Employment Opportunities Categories:$115 per line. Display ads—$895 per column inch, 5-inch maximum. Consumer Products/Services, Summer Employment, and Business Opportunities Categories: $130 per line. Display ads—$1155 per column inch, 5-inch maximum. Please count 30 characters per line (including spaces and punctuation) for line ads, 3-line minimum. For more information, contact NEA TODAY Education marketplace, 1201 16th St., N.W., Washington, DC 20036; 202/822-7207.

Health

Information about health factors that affect the way students learn.

SPORTS MEDICINE: Front Line Report

Dr. Michael Nelson is a pediatrician in Albuquerque, New Mexico, and an athletic team physician for Albuquerque's Cibola High School. He chairs the American Academy of Pediatrics' Committee on Sports Medicine and Fitness.

What do you see as the most controversial issue in sports medicine today?
Drug testing—especially testing for steroids. Many contend that drug testing isn't effective, that it's carried out just to show that something's being done. Others argue that it really helps keep kids from using drugs.

What's your opinion on drug testing?
Except for "elite" athletes with money and knowledge to beat the system, testing is probably a deterrent. In part because of cost, I don't believe testing should be used at the high school level or below.

How long have you been a team physician—and what does a team physician do?
I first became a team physician 16 years ago. As a primary care practitioner, I'm most concerned with orthopedic medical problems and psychosocial issues. School trainers generally handle injuries to muscles or bones, and some injuries obviously would require an orthopedic surgeon.

I focus on taking care of the athlete's general health and well-being, so I'm really the athlete's advocate within the sports system. And if a conflict arises among coaches and parents or athletes and trainers, I try to resolve it.

Do you attend all the football games and practices?
Here in Albuquerque, a certified trainer must attend all sports practices and games. A physician is required for high-risk sports—that means attending all varsity football games.

In addition, physicians will go to the high school regularly to work in the training room and stop in at practices.

What can be done to prevent sports injuries?
One of the biggest causes of sports injury is inadequate treatment of a previous injury. Fully one-third of all injuries occur because some earlier injury wasn't taken care of. In elementary school, especially, physicians are guilty of the "rest it until it stops hurting" philosophy that puts kids back in sports without adequate rehabilitation.

Athletes can prevent injury by more strengthening, stretching, and conditioning. Also, it's crucial that sports equipment be the proper size and fit and that there be a safe environment in which to practice and play.

What are the most common types of sports injuries for elementary students?
Most injuries affect the legs—the ankle more frequently than the knee. Ankle sprains are most common in youngsters that age.

What about secondary students?
Again, the legs suffer the most injuries. It's not surprising when you think about how vulnerable an ankle is. Every time you run and land on one foot, that little cross section bone bears 2,000 pounds of force.

What about head injuries?
Recent changes in the rules of the National Federation of High School Athletic Associations have affected medical decision making. Now an athlete who's knocked unconscious—or apparently unconscious—can't return to play in the game without written permission from a physician.

We hear a lot these days about shinsplints and tennis elbow. Are these common in kids?
Both are more common in adolescent athletes. Younger children rarely sustain the intense level of exercise that results in shinsplints, and a relatively small number play tennis.

What's "Little League elbow"?
It's an injury caused by stress on the elbow, the result of throwing a ball too hard or too often. Rule changes that limit the number and types of pitches a young baseball player may throw have helped to reduce this problem.

What about soccer-related injuries?
Heel pain has become a chronic problem for young soccer players. The main cause is that children's soccer shoes are basically a copy of adult soccer shoes, complete with cleats.

Slowly but surely, industry is recognizing that such shoes aren't meant for children. There'll soon be a shoe designed for young soccer players.

Are some children simply accident-prone?
Yes—particularly those who suffer from attention deficit disorder or other learning disorders. Children who are very anxious, or whose coach is very demanding, or who don't get enough sleep often get hurt, too.

How old should kids be to start participating in sports?
Kids three to five years old can master individual sports like tumbling, swimming, walking, and running.

In general, kids six or seven can develop certain team sport skills. A 9- or 10-year-old can usually manage the complex motor skills needed to play football, basketball, and hockey.

Should parents steer their kids to particular sports?
Sports should be fun. When there's a discrepancy between what children want to play and what parents want them to play, that's a problem. It's important not to judge children too harshly if they're not interested in or ready to learn a certain sport—even if they never feel ready for it.

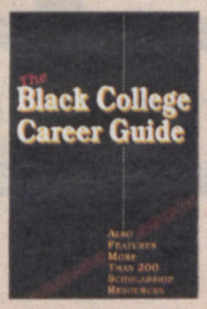
RESOURCES

Free or Inexpensive

A new school year heralds new experiences for students and staff alike. Among these will be opportunities for making multicultural experiences meaningful for all students. Here are some books to make your year more insightful and enjoyable.

Anti-Bias Curriculum Materials for Early Childhood Education. Louise Derman-Sparks and the A.B.C. Task Force. Describes developmental tasks, goals, and activities for fostering children's healthy identity and attitudes about race, ethnicity, gender, and disabilities. 148 pp. $7. National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009.

The Black College Career Guide. Joan Carroll. Descriptive listings of the nation's historically Black colleges, along with a rundown on more than 200 minority and general scholarship resources. 144 pp. $8.95 including p&h. Discounts are available for bulk orders. The Black College Career Guide, 108 Wm. Howard Taft Rd., Cincinnati, OH 45219.



Breakthrough: A Multi-Cultural Guide to High School Journalism. A practical program for recruiting, training, and retaining minority writers on high school newspapers. 48 pp. $4.50 including p&h. Multi-Cultural Guide, c/o Mary Arnold, School of Journalism and Mass Communication, The University of Iowa, Iowa City, IA 52242.

Indian Nations At Risk: Listening to the People. Patricia Cahape and Craig B. Howley. Summarizes the key ideas and recommendations of 20 longer papers on solutions to the educational problems of American Indians and Alaska Natives. 116 pp. $10 including p&h. ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), P.O. Box 1348, Charleston, WV 25325.

Multicultural Education in Early Childhood Classrooms. Edwina Battle Vold, editor. Provides specific techniques for broadening the multicultural dimensions of every subject area. 80 pp. Stock no. 0356-X-00-FF. $8.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. 800/229-4200.

North American Indian Travel Guide. Ralph and Lisa Shanks. A California Association member researched and published this state-by-state illustrated teaching guide/travel guide/reference book about tribal offices, museums, and cultural events for over 300 American Indian tribes. 294 pp. $17.95 plus $1.25 p&h (add $1.35 sales tax in CA). Costano Books, P.O. Box 355, Petaluma, CA 94953.

Rethinking Columbus. Articles, poems, historical documents, and resource lists address the Columbus quincentenary and current multicultural issues from the perspective of Native Americans of both North and South America. 96 pp. $4 plus $2 p&h. Ask about quantity discounts. Rethinking Schools, 1001 E. Keefe Ave., Milwaukee, WI 53212.

Together Is Better: Building Strong Partnerships Between Schools and Hispanic Parents. Siobhan Nicolau and Carmen Lydia Ramos. Presents strategies that will help school people reach parents of Hispanic students. 72 pp. Packet also includes sample copies of English- and Spanish-language booklets for parent use, which are sold in bulk. Packet, $10 postpaid. Hispanic Policy Development Project, 1001 Connecticut Ave., N.W., Suite 538, Washington, DC 20036.

VOICES OF AMERICAN YOUTH™
an Apples For Education™ Essay Scholarship Contest

Here's a great way to help your students further their education and for your school to receive recognition -- participate in an old-fashioned American essay contest! Your students, grades 5 through 12, may write about one of the following topics relating to the United States of America: **EDUCATION**, the **ECONOMY**, or the **ENVIRONMENT**. Over $50,000 in U.S. Savings Bonds will be awarded in three student levels and four prize categories. An Apple® Macintosh® computer will be awarded to the schools of the three top winners.

It's an opportunity for your kids to express their views on three vital issues facing America today. For further details, visit your participating apple grocer or local farm market today.

THE SEAL OF GOOD TASTE APPLES FROM THE ORCHARDS OF NEW YORK & NEW ENGLAND

NEW YORK & NEW ENGLAND APPLE INSTITUTE
P.O. BOX 768 WESTFIELD, MA 01086-0768

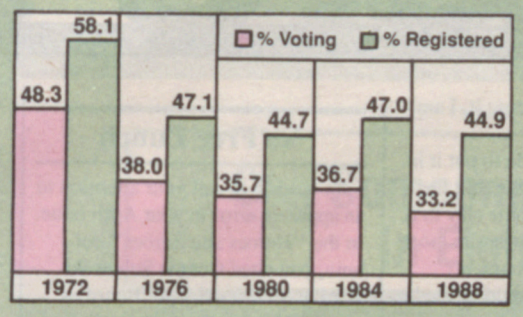
The Seal of Good Taste APPLES From The Orchards of New York & New England logo is a registered trademark of New York & New England Apple Institute, Inc. Apple, the Apple logo, and Macintosh are registered trademarks of Apple Computer, Inc.

DATA BANK

Young Voter Turnoff

In recent Presidential elections most Americans aged 18-21 weren't registered and didn't vote. Will this fall be any different?

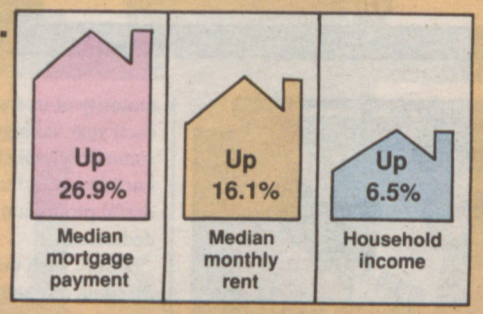
Source: U.S. Census Bureau



Ever So Humble...

Even a humble abode can cost an arm and a leg these days. Consider, for instance, how rises in housing payments outpaced increases in household income between 1980 and 1990.

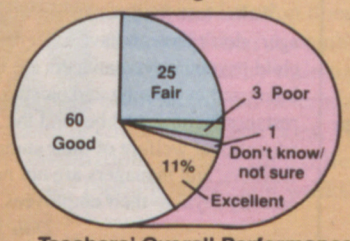
Source: U.S. Census Bureau



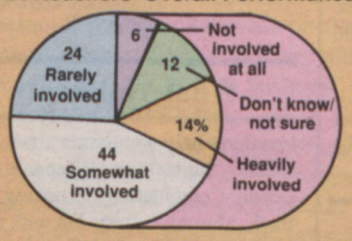
Student Poll Faults Parents

High school juniors and seniors say teachers are doing fairly well—but parents could be more involved. The recent survey polled 1,365 students in 20 states.

Students' Ratings of. . .



. . .Teachers' Overall Performance



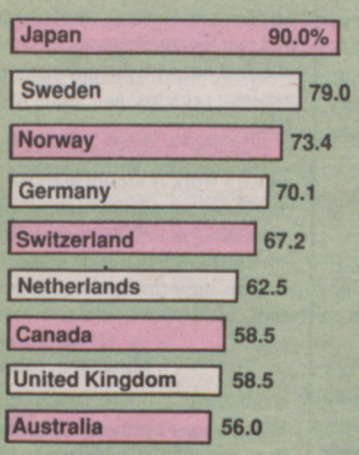
. . .Parents' Involvement in School

Source: National Association of Secondary School Principals

In the Middle

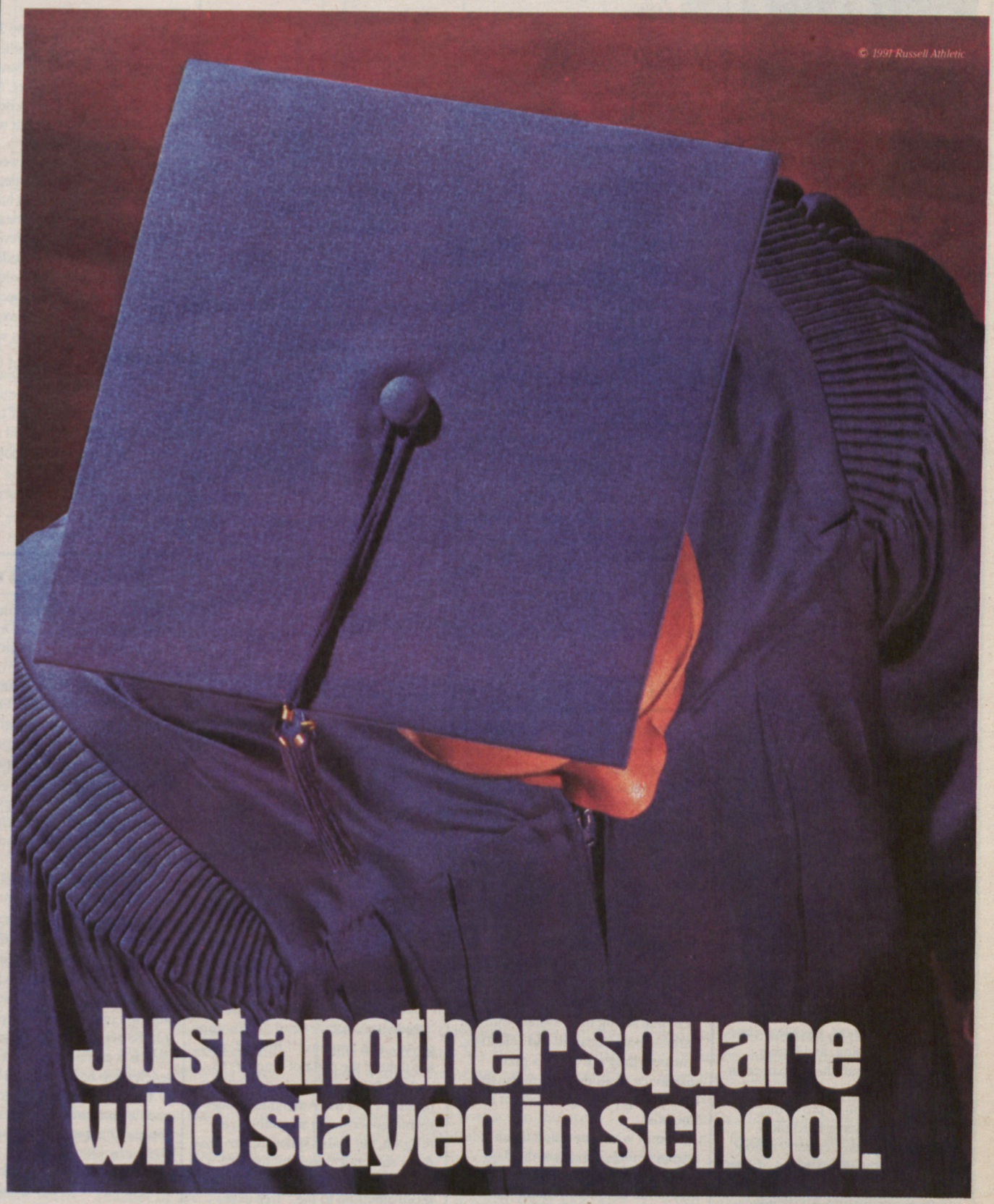
Japan's got the largest middle class, the U.S. the smallest, among the world's industrialized nations.

Percent of population considered middle class:



Note: Middle class is defined as those having incomes between 33 percent less than and 50 percent more than the national median.

Source: Where We Stand: Can America Make It in the Global Race for Wealth, Health and Happiness? Authors: Wolff, Rutten, Bayers, and the World Rank Research Team.



As America's best known athletic teamwear manufacturer, we know what it takes to be competitive. And we also know that no other uniform can compete with a cap and gown. So we're making posters like this ad available to coaches and teachers to help remind athletes what great shape an education can leave them in.

RUSSELL ATHLETIC WORN BY AMERICA'S TOP TEAMS 42

STAY IN SCHOOL

For more information about our "Stay In School" campaign, write: Russell Corporation, Dept. M, P.O. Box 272, Alexander City, AL 35010.

Letters

Choice Beginnings

The article "Choice" (May), on the Bush/Quayle panacea for America's schools—choice—arrived for me to read the same day that Yale's president stepped down to head a private effort to develop a national network of for-profit schools designed to compete with America's public school system.

If anything, the timetable for disaster may have to be pushed up now that big corporate money is engaged.

The article, however, fails in one important regard for those who wish to understand all that is going on. The "Story So Far" insert had as its starting date 1980, when Ronald Reagan began to campaign for vouchers.

Actually, at least in popular thought, the story goes back to 1962, when Milton Friedman, the conservative economist, published his book *Capitalism and Freedom*. A fundamental theme of that book is that prices—and salivating for private profit—will, in a divine manner with minimum public control, guide society toward a more just and efficient world.

Robert Hogner
Miami, Florida

Class in the Country

Can you imagine how stunned I was when my professional group attacked itself?

In the Trends column (May), *NEA Today* reported that a Children's Defense Fund study found "rural teachers, on average, have less experience, less training, and higher turnover rates than their urban counterparts."

I challenge you to prove that statement with some hard facts.

So many times, "country school" teachers are put down as out of date or just a bunch of old ladies waiting to hit retirement age. I wish educational organizations such as NEA, legislators, and the media would get out of their air-conditioned offices and take a close look at the rural schools that exist today.

I don't believe that my colleagues or I are any less experienced or less trained than our counterparts in city or suburban schools. The great majority of us travel long distances each year, taking night school and summer school classes to gain more knowledge and training in our wonderful profession because we are dedicated.

I truly wish that your staff would do some research on our rural schools. I know that then you would easily see why I am so proud to be teaching in a multi-grade classroom in rural Nebraska.

Dawn R. Urwiler
Ainsworth, Nebraska

Page-Turners for Kids

My compliments to *NEA Today* for including articles that inform about the newest young adult literature and authors. I was particularly pleased with this year's focus on authors Walter Dean Myers and Phyllis Reynolds Naylor, as well as the article on "crossover" books.

In a country where, on average, adults read less than one book per year, I am concerned that we, as teachers, have contributed to turning people off to reading. In the name of "great" literature and preparing students for college, we force upon our students literature for which they are not ready —literature to which they cannot relate.

It is important for organizations like NEA, along with the Assembly on Literature for Adolescents of the National Council of Teachers of English, to continue to educate teachers and parents that there are many high quality books being written today.

Kay Bushman
Ottawa, Kansas

Pushing Panaceas

I was surprised and a little chagrined to see your article "Breaking Through." (People, May) By publishing this article, the NEA seems to be endorsing the intervention described (facilitated communication for autistic children).

While I am delighted that this method worked for Jeff Powell, the method has not been subjected to the rigors of scientific scrutiny, nor do the authors of this system seem to have any plans to do so.

In marketing their system through parents, not educators and scientists, I suspect they are doing a great disservice to all those parents who are looking for magic where it may not exist.

I don't want our union to act irresponsibly. These are the days when the doomsayers are seeing an end to the union movement. Let's not hasten its demise.

Kate VanHorn
Newark, Delaware

Recycling *NEA Today*

I enjoy getting *NEA Today* and often read it from cover to cover. But when I am through reading it, I am troubled.

I would like to be able to put it in a newspaper recycling bin, but the paper feels like it has some clay in it. Could we start using newsprint more supportive of the environment?

As educators, we should be leaders in this area.

Elizabeth Hauser
Olympia, Washington

Ed. note: NEA Today *is printed on uncoated groundwood stock. It does have a minimal amount of clay (10-12%). It is, however, a recyclable stock.*

No to Beaver Pelts

The words "First Trap Some Beavers" (People, April) caught my eye. I read on: "...and once you've got 100 pounds of pelts..."

With some apprehension, I kept reading until I came to the close of the article. "The beaver pelts?" it asked. I hoped it would say they were purely symbolic and were man-made furs, but to my consternation, I found what I had dreaded—but suspected—all through the article: the beaver pelts were real.

In this day of animal welfare enlightenment, dwindling wildlife, and environmental awareness, why must anyone feel the need to sacrifice any animal to recreate a historic event?

One hundred pounds of pelts may have been necessary cargo for General William Ashley in 1825, but not for Allan Maybee in 1992.

Judith Jacobson
Clinton, Connecticut

Crime and 'Wizards'

I read with interest two back-to-back articles: "The Prison Explosion"—which asks what public education can do to reverse the trend toward crime, and "War on Wizards"—which notes that a local education Association went to court on behalf of teachers' rights to play a game of Wizards (April). To me, the attitude of defending the Wizards game goes a long way toward explaining why education has lost its effectiveness as a deterrent to crime.

Why defend a game in which "students encounter evil giants, gargoyles, and dragons?" Instead, why not uphold the right of teachers to include Bible reading in their classrooms? The First Amendment does forbid government to establish a religion, but it also states the government shall not "prohibit the free exercise thereof." How about a little more attention to the "free exercise" clause?

It seems to me that upholding "fundamentalist Christian religious beliefs" would go farther toward fighting future crime than upholding a game that includes "evil giants, gargoyles, and dragons."

Ann McKinley
Ada, Ohio

No Free Lunch

I am writing to call your attention to an apparent error in your April issue. In the "Heroes and Zeroes" column, you cited Connie Soboleski and the Meriden School Board as "zeroes" instead of "heroes" for their decision not to apply for government funding for a school lunch program.

As an educator for some 25 years, I am well aware of the multitude of non-education tasks that have been forced upon us as teachers, thereby diminishing our ability to do the professional job for which we were hired—to educate kids.

One of the very reasons education in this country is in such deplorable shape is because teachers have been increasingly expected to deal with all of society's ills and become parent, counselor, role model, special education provider, salesman (school pictures, milk money, etc.), and coaches. Now we're expected to be dieticians and cooks as well. Where will it end?

Anyone who is truly concerned about improving public education today realizes that we can't do it all. So let's do what we're best at and do it right. The name of the job is *teacher*!

Richard McCall
Alliance, Nebraska

No Gym, No Trim

Shame on you for publishing the irresponsible opinion of Dr. David Folland in "What's To Eat?" (Health, April).

In answering several questions on nutrition and fitness, Dr. Folland demonstrates that he clearly understands the importance of providing an enjoyable fitness program for children. But he blows it completely with his answer to the question: What can schools do to help students attain good fitness and nutrition habits?

If the schools followed his advice, all we would have to do to teach kids math, science, English, or fitness, is "be good role models." *Hogwash!*

Anyone who has two functioning brain cells knows that having a daily period of physical education is probably the only way kids are going to get the aerobic activity they need. And it is certainly the best method to teach them health-related fitness.

I am surprised a pediatrician had such a lame answer to an education journal. I am even more surprised the journal would print it.

Sandra Haccock
Scottsdale, Arizona

Kids at Work

Our 17-year-old son was "A Kid at Work" (May) until he was fired last week from a local fast-food restaurant where he had worked for approximately eight weeks. Not only had our son helped recruit two of his best friends to work there, he'd missed a band concert at which he received the Outstanding Boy of the 11th Grade Award because he had to work.

The morning our son took his 8 a.m. ACT test, he had gotten off work at 1:30 a.m. because he had to close the restaurant. His last full week, our 11th grader worked every night except Saturday, and the manager called that night to see if he would work then. (He was in another city skateboarding, or he probably would have.)

The next Wednesday, the manager fired him because he hadn't smiled at the customers, he hadn't washed some pans properly, and he had been skateboarding on their parking lot on his day off. What did our son learn from that?

Well... fast-food restaurant managers don't have to have a degree in child psychology; managers are interested in opening and closing the restaurant above and beyond the educational welfare of their student-workers; and managers are not necessarily loyal to their employees.

Dale Hill
Anadarko, Oklahoma

What Violence?

I couldn't help wondering about the article "Students and Weapons: A Deadly Combination" (Looking Back, March). It starts out with the statement that the statistics are frightening. It says that 44 percent of teachers say there is more disruptive behavior than five years ago. Does that mean that 56 percent saw less disruptive behavior? Surprisingly, that may be true.

I started teaching in 1972 in an elementary school, and in the first five years, I probably received a dozen death threats and took about an equal number of weapons (mostly knives) away from my fifth and sixth grade students.

In the last five years, I have been at a junior high in the same district with about the same racial mixture and have received no death threats and two tips on weapons. Both were checked out with the principal or assistant principal and found to be false.

I am not saying that the school in which I work is totally without problems, but administrators who are willing to enforce their safe environment policies do make the schools safer for both students and staff.

Glenn Sheathelm
Muskegon, Michigan

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Debate

Can Someone Learn To Teach In Eight Weeks?

YES

David Kidwell

Wanda Troutman is starting her third year as a third grade teacher at Inborden Elementary School in Enfield, North Carolina. She completed the eight-week Teach for America program in August 1990. Troutman is a member of the Halifax County Association of Educators.

A degree in education doesn't make a teacher. A combination of quality training, motivation, and determination to help children succeed does. With that combination, it makes little difference if the training takes eight weeks or four years.

Before I entered the Teach for America program, I was assistant to the president of an international business counseling firm—I'd earned a B.S. in business management in 1987. But, as time passed, I found my work unfulfilling.

I felt that a teaching career—where I could be a positive influence on children's lives every day—would provide the personal satisfaction that my corporate job didn't. But I didn't have the time or money to return to school for the training necessary for certification.

Then I learned about Teach for America, a national nonprofit organization that trains college graduates to be teachers. In return for eight weeks of training, program graduates agree to work for two years in districts where they're most needed.

The year I applied, fewer than 500 program participants were chosen from some 2,500 applicants.

The selection process involved more than just submitting our academic records and resumes. We had to write a letter about our interest in the program and an essay on that year's subject (an aspect of our lives that made us consider teaching as a career), undergo two personal interviews, and conduct a five-minute lesson on a subject of our choosing.

Among the qualities Teach for America looks for are academic success, professionalism, leadership, and effective communication style.

The rural district in eastern North Carolina where I was assigned—and still work—has a teacher shortage. Would opponents of alternative certification prefer to have a substitute teacher—often little more than a babysitter—rather than me in the classroom? Would they prefer larger classes? Those are the alternatives.

True, you can't learn everything in eight weeks—but you can sure learn a lot. And with state requirements for additional hours, learning continues.

The eight-week training session I attended—held at the University of Southern California—was intense. The other participants and I worked 12 to 13 hours a day, six days a week.

For the first two weeks we attended workshops conducted by veteran classroom teachers from across the country. We also met each day, in groups of 10 or so, with an assigned mentor—a teacher with professional experience in the subject or grade level we wanted to teach. After dinner, all 495 of us gathered to discuss our day or to hear a guest speaker.

During the last six weeks of training, we spent our mornings student teaching in the year-round schools of the Los Angeles Unified District. In the afternoons there were more workshops; in the evenings, meetings as before.

Is there any real difference between a dedicated teacher who majored in education at college and one like me? As I see it, we both work as hard as we can to help kids learn and to make a difference in their lives.

The problem teachers aren't those with alternative certification. Rather, they're the ones with no dedication to the profession—those who balk at attending workshops that would help them grow, who view their job merely as a way to earn money.

In its first year—1990—Teach for America sent 22 of its graduates to schools in rural eastern North Carolina. Last year the teachers' two-year agreement ended, yet 10 of us are still at those schools. Three others are teaching in other areas of the country.

Many of the program's graduates in my state have won honors. Last year, two were voted "Teacher of the Year" by their colleagues. Another received a Sallie Mae Award, from the Student Loan Marketing Association, for being one of the best new teachers in the country. Others were cited for making outstanding contributions to their schools.

Clearly, the quality of a teacher is more important than the quantity of education credits that teacher has accumulated.

NO

Carolyn Salisbury

Jeanne Klugel, now an English resource teacher at Colonel E. Brooke Lee Middle School in Montgomery County, Maryland, taught theater arts for more than 20 years in her district's middle schools. She's chair of the Montgomery County Education Association IPD Committee.

I'll always remember the advanced theater directing class I took in my senior year of college. Of 20 students, I was the only one who was majoring in education. All the rest were majoring in performing arts. We were discussing final grades.

Our professor said that no non-theater major deserved an *A*.

When I complained to my classmates that future teachers, like everyone else, needed to be graded on merit, not stereotype, I heard for the first time a cliché that would haunt me for years to come: "Those who can, do. Those who can't, teach."

I didn't believe those words then, and I believe them even less now. In fact, after nearly 30 years of teaching, I've found that "Those who can, do. Those who can do *more*, teach."

A B.A. in theater arts could have prepared me for a variety of performance- and production-related careers. I could have been a scholar in theatrical literature, a master set designer, or perhaps a Tony-award-winning actress.

Many of my theater students over the years have fit those bills. And I believe that with commitment I could have been there, too.

But those were not my goals. My only goal was to help young people be the best they could be and reach *their* goals. To prepare to do that properly, I enrolled in the College of Education at the University of Maryland. My B.A.—in English with a minor in theater arts—is from the College of Education.

Besides taking courses in the areas I wanted to teach, I also had classes in educational psychology and child development—12 undergraduate hours, and 30 graduate hours. I learned about kids with special needs and those with severe emotional disturbances. I learned how to use theater arts as a vehicle to help children.

When I was in charge of a student theatrical production, my first priority was the students, not the production. For a theater arts major, the emphasis would most likely be the production itself.

Without proper training in education, a theater arts major might well risk the physical or emotional state of students to get a better production: For example, a student with a sore throat might be encouraged to go on stage anyway—the performance being valued over the health of the student.

In fact, teachers need more than training in education and in their subject matter.

As a theater teacher, I had to be ready to conduct a 30-piece orchestra when the band director was absent. If the choral director needed an accompanist, I had to play the piano. I had to know all about lighting, set design, stage makeup, safety, and the dozens of other elements involved in a school production.

In the world of education, we must know it all.

And still that's not enough. We must also know how to pass on our knowledge to novices.

Teaching *is* more. I came from one of the best teacher-preparation centers in the country—still I wasn't totally prepared for the real world of education. And that was many years ago, when students didn't have as many problems as they do now.

Today, teaching is much more demanding.

Educators have to work with students who speak little or no English, who have special physical and emotional needs, often the result of hunger, homelessness, and abuse. No amount of professional experience alone will prepare someone to meet those challenges.

Sure, there are people for whom teaching and dealing with children comes naturally. Perhaps my debating opponent is one of them. And that's a good beginning.

But only a full four- or even five-year university program in education can even begin to prepare someone to meet the needs of today's students.

Our profession must continue to support full university teacher training programs and say an ardent *no* to alternative certification.

We need not to relax standards, but to demand more than ever.

First, we loaded NEA EdStar™ with everything educators need in a home computer. Then we added something new.

A choice.

1. **NEA EdStar 386 SX *Standard*.** Complete system with preloaded software (including Microsoft® Windows), printer and 40-megabyte hard drive. (Special Edition IBM PS/1 Model NE2)

2. **NEA EdStar 386 SX *Plus*.** With extra room to grow: 80-megabyte hard drive plus two expansion slots, as well as preloaded software (including Microsoft Windows) and printer. (Special Edition IBM PS/1 Model NE3)

Now, we've reduced the price on both 386 models! Call for details: 1-800-637-4636.

Even if you've never touched a computer before, NEA EdStar will help you learn at your own pace and have you producing exciting, innovative and professional work within the first couple of hours.

And if you're already familiar with computers, you'll appreciate this new choice: an NEA EdStar with twice as much hard drive storage (80 megabytes) and two expansion slots so you can easily add a scanner, fax capability or an additional printer.

Either way, you'll know you are getting a home computer system developed and customized by NEA and IBM exclusively for educators.

For a complete NEA EdStar information kit and details on low-interest NEA financing, return the coupon or call **1-800-637-4636.**

nea Member Benefits

NEA★EdStar™

Ask a colleague who owns one.

NEA EdStar is a trademark of the National Education Association. IBM is a registered trademark of International Business Machines Corp. PS/1 is a trademark of International Business Machines Corp. Microsoft Windows is a trademark of Microsoft Corporation.

NEA EdStar is not available overseas.

YES! Please send me complete information on the NEA EdStar™ home computer systems.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

IS THIS A NEW ADDRESS? ____ YES ____ NO

SOCIAL SECURITY NUMBER _____

NAME OF SCHOOL BUILDING _____

NAME OF SCHOOL DISTRICT _____

Mail to: NEA Member Benefits
P.O. Box 576, Oakland, MD 21550-9972

TED092